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IDENTIFIERS	*Tech Prep

ABSTRACT

This document consists of narrative and products from a project designed to implement a model sequential technical preparation program for training industrial technicians and to develop model sequential technical preparation programs for business management and engineering technology. Contents include the following: the tech prep calendar and time sheet; grant abstract; year two expectations correlated to objectives and attachments; agendas of executive meetings; strategies for implementation of the grant; materials from Lieutenant Governor Rural Affairs Council highlighting the grant; correspondence and receipts from the applied academics pilot projects; materials from the Illinois Occupational Information Coordinating Committee Tech Prep Project to pilot a junior high career system and develop labor market information to assist counselors in promoting tech prep to students and parents; and the Illinois Employability Skills Field Test and teacher surveys with responses. The largest part of the document is devoted to the 30 grant objectives which are presented in numerical order. For each objective, procedures, persons responsible, due date, and evaluation are presented. A description of activities is followed by attachments, including correspondence, charts, forms, and any other materials, instructional or otherwise, that were developed to meet that objective. Other contents include news items and pictures, Tech Prep Collaboration Mini Grant Summary, and handouts, including materials from presentations and workshops. (YLB)

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ED 364 656

TECH PREP

serving

Franklin County Regional Delivery System
Rend Lake Area Regional Delivery System
Rend Lake College

Final Narrative

PART I of II

July 1, 1991 - September 30, 1991
October 1, 1991 - December 31, 1991
January 1, 1992 - March 31, 1992
April 1, 1992 - June 30, 1992

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TECH PREP Director
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TECH PREP

SERVING

FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM
REND LAKE AREA REGIONAL DELIVERY SYSTEM
AND
REND LAKE COLLEGE

GRANT: **IMPLEMENTATION OF A PLAN FOR A MODEL SEQUENTIAL TECHNICAL PREPARATION PROGRAM FOR TRAINING INDUSTRIAL TECHNICIANS AND DEVELOPMENT OF PLANS FOR A MODEL SEQUENTIAL TECHNICAL PREPARATION PROGRAMS FOR TRAINING BUSINESS MANAGERS AND ENGINEERING TECHNICIANS**

Betty Musgrave
TECH PREP Director
c/o Barry Kohl, Franklin Co. Reg. Supt.
202 W. Main
Benton, IL 62812
(628) 438-9711

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    5. What "Bus. and Industry Expects of a Business Manager" Panel
    6. Applied Academics Workshop June 15-19, 1992
       - a. Principles of Technology: Presenter Pat Sipes
       - b. Applied Math I & II and Cont. Prin. of Tech. with Keynote Speaker, Dr. Leno Pedrotti; Facilitators: Richard Stritzel, Steve Strickland; Prin. of Tech. Presenter, Pat Sipes and Students as Facilitators
       - c. Applied Biology/Chemistry with Presenter: Lisa Taylor and Facilitator: Sue Woodfin
       - d. "Pulling it all Together" with Presenter: Pat Wilson
       - e. Applied Communications with Presenter: Dorothy Winchester
    7. TECH PREP Collaboration Mini Grant Presentation: Marla Harp and Betty Musgrave

TECH PREP:

IMPLEMENTATION OF A PLAN FOR A MODEL SEQUENTIAL TECHNICAL PREPARATION PROGRAM FOR TRAINING INDUSTRIAL TECHNICIANS AND DEVELOPMENT OF PLANS FOR MODEL SEQUENTIAL TECHNICAL PREPARATION PROGRAMS FOR TRAINING BUSINESS MANAGERS AND ENGINEERING TECHNICIANS

Project Staff:
Administrative
Harold Hood, Ass't Reg. Supt.
and Co -Director
Betty Musgrave
TECH PREP Director

Franklin County
Regional Delivery
System

ILLINOIS
STATE BOARD OF
EDUCATION

Louis Mervis
Chairman
Robert Leininger
State Superintendent
of Education

Department of
Adult, Vocational
and Technical
Education

Vocational Education
Program Improvement
Section, TECH PREP
$120,000.00, JMA5250
June 30, 1992

II. PROGRESS REPORT

MAJOR ACTIVITIES PLANNED

December 17, 1991	Rend Lake Area Regional Delivery System Collaboration Grant for Correlating State Goals for Learning, Objectives, Assessments, and Applied Biology/Chemistry and Principles of Technology Workshop
December 18, 1991	Rend Lake Area Regional Delivery System Collaboration Grant for Correlating State Goals for Learning, Objectives, Assessments for Language Arts with Applied Communication Workshop
December /Jan.	On Site visit to TECH PREP Sites: Zeigler/Royalton, Wayne City High School and Mt. Vernon High School.
December /Jan.	Plan Advisory Board Meetings for Drafting and Business
December/Jan.	Meet with both Systems' Counselors re: mailing of TECH PREP broshure, recruitment and registering for Spring ' '92.
December/Jan.	Principles of Technology new equipment training.
December/Jan.	Development and Planning Committee meeting s for beginning the process of planning two Courses of Studies.
December/Jan.	Meetings with Electronics instructors regarding the field testing of Electronic Performance Standards
December/Jan.	Workshop for Cooperative Learning, Reading and Writing across the curriculum with integration of Applied Academics incorporated into Lesson Plans.
January 9, 10	Present the Collaboration Model to Southern Illinois Vocational Educators Region VI Retreat in St. Louis
January 17	Half-Day Institute Presentation to the instructors at Thompsonville High School on TECH PREP
January 29, 30	TECH PREP Directors Meeting, Springfield
February 19,20,21	IVA, Itaska, IL

CONCERNS:

One of my major concerns is the overlapping of last years' grant and the beginning of this fiscal year which has caused a delay in startup of the new year. Another concern has been the delay of receiving funds for the purchase of equipment and resource materials for the teachers to implement the first years' Program of Study for "Training Industrial Technicians."

Things are getting under way and I anticipate things will move very rapidly through the next few months. --My continued concerns are for bringing closure to Business and Industry involvement for our students, implementing performance standards, and attaining signed articulation agreements with the Universities to ensure students admittance if they so desire.

Updated De	TECH PREP PLANNING PARTICIPANTS																						
Lower case [illegible]s=FY 91-92		by Category, Paid or Unpaid and Contribution														MATH	INDUST	PILOT	STUDENT	TECH PREP	ATTENDED	ATTENDED T.PREP	ATTENDED
	MATH	SC.	IND.	ADM	ENG.	BUS	COUNS	AC/VIP	ADV.	CONSULT	COLLA	PAID		UNPAID		COMP	COMP.	SITE	SERVICES	SITES	APPL. WRKS	UPDATES/ADM.	ARTICUL MTGS
FRANKLIN CO. REG. DEL. SY.												91		91	92								
BENTON HIGH SCHOOL																							
Sue Woodfin		X						X			X	X				X		ABC			X		X
LARRY HANCOCK	X										X	X			X	X					X		X
Marilyn McFadden					X	X					X	X			X						X		
Barbara Benard	X					X					X	X			X						X		
Richard Cole							X	X				X			X				X				
MR. MESSERSMITH, PRIN				X										X	X							X	
Amy S. Bohal		x													X						X		
Wayne Cherry		x													X						X		
Joe Frick			X												X						X		
Mack Wynn		x																			X		
CHRISTOPHER HIGH SCHOOL																							
George Wilkerson	X	X						X			X	X			X						X		
THOMAS VAUGHN					X			X				X			X						X		
Larry House					X			X				X			X						X		
SESSER HIGH SCHOOL																							
DON HAYES		X													X						X		
FRED SAMPLES	X														X						X		
BENITA DORRIS					X							X			X						X		
Sandy Munday					X							X									X		
Glen A. Wright					X							X									X		
Dianna Marberry		x													X						X		
THOMPSONVILLE HIGH SCHOOL																							
J.W. GROVES			X											X	X						X		
RHONDA COCKRUM								X TUTOR				X			X								
Mark Bradley, Prin.				X			X				X	X			X				X			X	
Leanne Ward					X						X	X			X						X		
Neal Clem		x																					
WEST FRANKFORT HIGH SCHOOL																				X			
Pat Sipes			X							X	X	X			X		X	X ELEC. PER. STNDS		X	X		X
Richard Stritzel	X										X	X			X	X		X APP.MATH II		X	X		
Linda Stevens		X									X	X			X						X		
David Lee, Prin.				X										X	X					X		X	
Linda Varis, Asst. Prin.				X										X	X								
JO LINDA MARLOW					X							X			X					X	X		
Susan Wall					X			X				X			X					X	X		
Charles Smith							x			X		X			X				X	X	X		
Jerry Eaden		x													X						X		
Gary L. Warren		x																			X		
Alice Hrovatch						x									X						X		
Martha DeMattei		X													X						X		
Dan Fiori			x												X						X		
ZEIGLER/ROYALTON H. S.																				X			
Stuart L. Parks			X					X			X	X			X		X			X	X		
Raymond Weiser							X	X				X			X				X	X	X		
Sharon Eisenhauer	X										X	X			X					X	X		
Raymond Weiser							X	X				X			X				X		X		
S. Douglas							x								X						X		

	TECH PREP PLANNING PARTICIPANTS																						
		by Category, Paid or Unpaid and Contribution														MATH	INDUST	PILOT	STUDENT	TECH PREP	ATTENDED	ATTENDED T.PREP	ATTENDED
	MATH	SC.	IND.	ADM.	ENG.	BUS	COUNS.	AC/VIP	ADV.	CONSULT	COLLA	PAID		UNPAID		COMP	COMP.	SITE	SERVICES	SITES	APPL. WRKS	UPDATES/ADM.	ARTICUL. MTGS
												91		91	92								
REND LAKE REG. DEL. SY.																							
HAMILTON CO. UNIT DIST.																							
STEVE LAPPINGTON							X							X	X				X				
Carolyn Pell					X							X									X		
Brian Ward	X														X						X		
Russell McNalty		x													X						X		
Fred Vallowe		x													X						X		
MT. VERNON HIGH SCHOOL																				X			
Dick Walton		X												X	X					X	X		
Bob Tomlin			X									X		X	X					X	X		
Earl Jeffers				X										X	X					X	X	X	
Ron Wilson							X					X		X	X				X	X	X	X	
Ron Harper							X				X			X	X				X	X	X		
GARY GRAHAM	X														X	X				X	X		
Mr. Jim Shiflett, Prin.				X							X	X			X					X			
Bill Carter	x														X					X	X		
John Spaniol	X											X								X	X		
Sam Hicks		x																		X	X		
Larry Manker		x													X					x			
Minnie Smith					X										X								

	TECH PREP PLANNING PARTICIPANTS																						
		by Category, Paid or Unpaid and Contribution														MATH	INDUST	PILOT	STUDENT	TECH PREP	ATTENDED	ATTENDED T.PREP	ATTENDED
	MATH	SC.	IND.	ADM.	ENG.	BUS	COUNS.	AC/VIP	ADV.	CONSULT	COLLA	PAID		UNPAID		COMP	COMP.	SITE	SERVICES	SITES	APPL. WRKS	UPDATES/ADM.	ARTICULATION
WALTONVILLE HIGH SCHOOL																							
Aletta Lawrence	X											X			X						X		
MARSHA HALL					X		X	X				X			X				X				
Roger Stricker	x														X						X		
Neil Tracy		x													X						X		
WAYNE CITY HIGH SCHOOL																							
Roger Johnson		X	X									X								X	X		
Steve Strickland	X											X			X	X				X	X		X
Stan Blank		X								X		X			X					X			
Dan Bullard							X							X	X				X	X			
David Beehn				X										X	X					X		X	X
Robert Wood						X									X								
WEBBER HIGH SCHOOL																							
Steve Danner		X																					
WOODLAWN HIGH SCHOOL																							
Tom Copple	X									X		X			X						X		
JAY LEWIS	X													X	X				X		X		
Patsy Bullard		x																					

TECH PREP PLANNING PARTICIPANTS

by Category, Paid or Unpaid and Contribution

	MATH	SC.	IND.	ADM	ENG.	BUS	COUNS.	AC/VIP	ADV.	CONSULT	COLLA	PAID 91	PAID 92	UNPAID 91	UNPAID 92	MATH COMP	INDUST COMP.	PILOT SITE	STUDENT SERVICES	TECH PREP SITES	ATTENDED APPL. WRKS	ATTENDED T.PREP UPDATES/ADM.	ATTENDED ARTICULATION
REND LAKE COLLEGE															X								
BILL DILL	X									X		X			X	X					X	X	X
SANDRA COX	X													X	X						X		
LINDA DENTON		X												X	X						X		
DIANE METZGER	X													X	X	X					X		
KATHY KIRKPATRICK							X							X	X				X				
GLORIA OLIVER							X							X	X				X				
Sara Davenport							X							X	X				X			X	
JOHN FISHER		X					X							X	X								
Larry Williams	X	X						X			X			X	X	X					X		X
BOB VARIS			X											X	X							X	X
Harold Finn			X	X						X				X	X								X
Bob Kelley										X		X PRINTING & DESIGN											
Jerri Ruemmler										X				X	X	VIDEO SCRIPT & MINUTES							
Ron Tremmell, Bus. Chair					X									X	X							X	
Fred Bruno, Architectural			X	X										X	X							X	
Terry Clark, AAA Dept. Chair			X	X										X	X							X	
ADMINISTRATORS																							
Betty Musgrave, TECH PREP Dir.				X							X	X		X	X							X	
Harold Hood, Ass't Reg. Supt.				X										X	X							X	X
Joe Wilkerson, System Director				X							X	X		X	X							X	X
Dr. Earl Jeffers, System Dir				X							X			X	X							X	X
DR. JERRY PEPPLE, U OF I				X					X	X	X			X							X		X
DR. JOE TALKINGTON, ISU				X					X	X				X							X		X
Carroll Turner, Rend Lake College Dean				X						X				X	X	X						X	X
DR. JON ASHTROFT, RLC PRESIDENT				X										X								X	X
Dr. P.E. Cross, Reg. Supt.				X										X	X							X	X
Barry Kohl, Reg. Supt.				X										X	X							X	X
DR. DALE BESTERFIELD, SIU				X																			X
Superintendents, both Del. Systems				X 12										X	X							X 12	X
Tim Glodich, Franklin Co. Truant Officer				X										X	X							X	
Beckie Turner, Franklin Co. Reg. Del. Sy. Spec. Pop. Coord.														X	X							X	
Jami Galli, Illinois Farmer's Union, JTPA				X										X	X							X	
Pat Burt, Bldg. Fairness Coord. Reg. VI & TECH PREP Advisor									X	X				X	X				X			x	
PAM SIGRIST, CAREER GUID. COORD.										X				X	X								
BRENDA YATES, EMC COORD.										X				X	X						X		
Maria Harp, ESR Testing Center				X						X	X	X	X										
KATHY LYNN, ESR TESTING CENTER				X						X	X	X			X	X							
Sally Cherry, Hamilton/Jefferson Counties ESR Test Scoring Specialist										X	X		X								X	X	
David Biby, Franklin County Testing Center Computer Specialist										X	X		X										
SPONSORS																					X		
AIDEX																							
GARY ROCKIS									X					X	X								
INNOVATIVE TECHNOLOGIES IN EDUCATION, INC.														X	X								
PRESENTER														X	X								
FIRST BANK & TRUST														X SPONSORED ADV. MTGS.									
ADVISORY COMMITTEE									X 22					X 22	X								

	TECH PREP PLANNING PARTICIPANTS													MATH	INDUST	PILOT	STUDENT	TECH PREP	ATTENDED	ATTENDED T.PREP	ATTENDED
		by Category, Paid or Unpaid and Contribution																			
	MATH	SC.	IND.	ADM.	ENG.	BUS	COUNS.	AC/VIP	ADV.	CONSULT	COLLAI	PAID	UNPAID	COMP	COMP.	SITE	SERVICES	SITES	APPL. WRKS	UPDATES/ADM.	ARTICULATION
TOTALS BY TITLES FY 90-91	14	10	6	31	9	2	13	12	26	15	18	40	70	9	2	3	11	21	38	26	20
Additional by Titles FY 91-9	5	14	5	8	3	3	2	-	-	10	5	10	96	6	-	-	4	7	23	11	11
GRAND TOTALS	19	24	11	39	12	5	15	12	26	25	23	50	166	15	2	3	15	28	61	37	31
FY '90-'91 Total 385																					
FY'91-'92 Add. Total 213																					
TECH PREP Total Part. 598																					

III. TECH PREP CALENDAR AND TIME SHEET

CALENDAR AND TIME SHEET for
BETTY MUSGRAVE, TECH PREP DIRECTOR
serving Franklin County Reg. Del. System, Rend Lake Area Reg. Del. Sy. and
Rend Lake College

Funding Agreement: JMA5250
July, 1991

		HOURS TECH PREP	CONTACTS
JULY			
1	Office	9	
2	Office	9	
3	Mini Grant Collaboration Meeting	8.5	
	Marla Harp, Kathy Lynn, David Biby		3
4	Independence Day, Office Closed		
5	Office	9	
8	Office	10.5	
9	Office	9.5	
10	Office	9	
11	Office	10.75	
12	Day Off: Scientific Literacy Workshop		
15	Office	8	
16	Office	8	
17	Rend Lake Regional Delivery System		
	Board of Control Meeting: TECH PREP Updates	8	15
18	Office	8	
19	Office	8	
22	Academic Staff Industry Practicum Faciliator		
	Walgreen's Distribution Center, Mt. Vernon, IL	8	14
23	Academic Staff Industry Practicum Faciliator'		
	Nascote Industries		
	Nashville, IL	8	14
24	Academic Staff Industry Practicum Faciliator		
	Mariah Boats		
	Benton, IL	8.5	12
25	Academic Staff Industry Practicum Faciliator		
	General Tire		
	Mt. Vernon, IL	9	15
29	Day Off		
30	Office	8	
31	Office	8	
AUGUST			
1	Office	9	
2	TECH PREP Executive Meeting	8	
5	Office	8	
6	Education for Employment Meeting		
	Effingham, IL & TECH PREP Meeting	8.5	
7	EFE & TECH PREP Meeting Cont.	8	
8	Franklin Co. Student Services Meeting	8	
9	Office	8	
12	Mini-Grant Collaboration Meeting		
	Marla Harp & Office	10.5	1
13	Franklin County Administrators Meeting	9	
14	Franklin County TECH PREP Sites; Counselor's Meeting	10	2
	Raymond Weiser, Zeigler/Royalton and		
	Chuck Smith, West Frankfort		

CALENDAR AND TIME SHEET for
BETTY MUSGRAVE, TECH PREP DIRECTOR
serving Franklin County Reg. Del. System, Rend Lake Area Reg. Del. Sy. and
Rend Lake College

Funding Agreement: JMA5250

		HOURS TECH PREP	CONTACTS
AUGUST Cont.			
15	Office	8	
16	Applied Communication Workshop Dorothy Winchester, AIT	8	12
19	West Frankfort H. S. TECH PREP Teachers West Frankfort, IL	10.5	4
20	Office	8	
21	Office	8.5	
22	Office	8	
23	Office	8	
26	Zeigler /Royalton High School TECH PREP Meeting with Stuart Parks, Mr. Connors, Supt.	8	3
27	Rend Lake College Mr. Fisher; RE: Academic Staff Practicum	9.5	
28	Zeigler/Royalton High School TECH PREP Meeting with Stuart Parks	8	2
29	Office	8	
30	Office	8	
SEPTEMBER			
2	LABOR DAY		
3	Office	8	
4	Office	8	
5	Office	8	
6	Mini Grant Collaboration Meeting Kathy Lynn and Marla Harp	8	2
9	Office	8	
10	Collaboration Meeting Marla	8	
11	TECH PREP Meeting Decatur, Holiday Inn	8 & Overnight	
12	TECH PREP Meeting, Cont.	9	
16	Office	8	
17	Office	8	
18	Office	8	
19	Office	8	
20	Office	8	
23	Rend Lake College Electronics Competencies	8	
24	8:30 A.M. Rend Lake Regional Delivery System, Board of Control Meeting,		15
	2:00 P.M. - 4:00 P.M. Rend Lake College Counselor Meeting - RE: Discover Software for Review	8	12
25	Wayne City High School Articulation Meeting for Applied Math	8	4

CALENDAR AND TIME SHEET for
BETTY MUSGRAVE, TECH PREP DIRECTOR
serving Franklin County Reg. Del. System, Rend Lake Area Reg. Del. Sy. and
Rend Lake College

Funding Agreement: JMA5250

		HOURS TECH PREP	CONTACTS
SEPTEMBER Cont.			
26	Office	8	
27	Franklin Co. Half-Day Institute Day Principles of Technology Meeting with Pat Sipes and Stuart Parks at West Frankfort High School	8	2
28 Sat.	Office, TECH PREP FINAL REPORT	10	
29 Sun	TECH PREP FINAL REPORT	7	
OCTOBER			
1	Office	8	
2	Mt. Vernon High School; Dick Walton RE: Principles of Technology Equipment	8	3
3	Rend Lake Regional Delivery System TECH PREP site Administrators; Mini grant Collaboration Meeting First Bank & Trust, Mt. Vernon, Conference Room	8	6
5 Sat.	Office, worked	6	
6 Sun	Office, worked	4	
7	Office	8	
8 9 10,11,	Travel to: National Conference on Competency Based Testing and Performance Standards Ashville, North Carolina; ISBE Approved	3 Days + 4 Overnights	
14	Columbus Day		
15	Kaskaskia Community College "Learning Outcomes" Workshop	8	4
16	Day Off - Scientific Literary Workshop		
17	Office	8	
19	Rend Lake College Jerri RE: Advisory Names	8	1
21	Rend Lake College Bob Kelly RE: Broshure	8	2
22	Rend Lake College Bob Kelly RE: Broshure	8	2
23	Office	8	
24	Mt. Vernon Conference (TECH PREP Promotions)	8	42
25	Mt. Vernon Conference: West Frankfort High School Instructor: Pat Sipes and Students' Presentation (TECH PREP Exhibit);	8	15
	Benton High School Instructor, Sue Woodfin, ABC Presentation	8	16
28	Office	8	
29	National Center Teleconference on TECH PREP SIU, Carbondale, IL	8	
30	Office	8	
31	TECH PREP Training, Illinois State University	12	

CALENDAR AND TIME SHEET for
BETTY MUSGRAVE, TECH PREP DIRECTOR
serving Franklin County Reg. Del. System, Rend Lake Area Reg. Del. Sy. and
Rend Lake College

Funding Agreement: JMA5250

		HOURS TECH PREP	CONTACTS
NOVEMBER			
1	Office		
4	Sally Cherry ESR, Testing Scoring Specialist Mt. Vernon, IL RE: Mini Grant Collaboration Workshop Joe Frick Drafting Instructor, Benton High School RE: Advisory Names for Drafting TECH PREP program	8	2
5	Rend Lake College Fred Bruno, Drafting Instructor Terry Clark, AAA Chairperson RE: Advisory Names & TECH PREP Orientation 2:30 P.M. West Frankfort High School Instructors: Drafting, Business, Prin. of Tech. Appl. Comm. TECH PREP Updates and Orientation for new teachers.	8	9
6	Franklin County Student Services		
7	Office	8	
8	7:30 P.M. TECH PREP meeting with Dr. Jerry Pepple Best Western, Mt. Vernon, IL	10	
11	Veterans Day		
12	ESC # 18 sponsored Cooperative Learning Workshop Benton Country Club	8	5
13	Office		
14	Franklin County Administrators' Meeting Barry Kohl; with TECH PREP Updates	8	35
15	TECH PREP meeting Holiday Inn, Collinsville, IL	8	
18	Applied Biology/Chemistry Workshop with Sue Woodfin for Science instructors from both Delivery systems, Benton High School	8	18
19	Mini Grant Collaboration Workshop: Correlations of State Goals for Learning with Applied Academics; with Sally Cherry at Mt. Vernon High School for Math Instructors from the Rend Lake Area Regional Delivery System Area Regional Delivery system	(Family Emergency: could not attend)	
20	Rend Lake Area Regional Delivery System Board of Control Meeting with TECH PREP Updates	8	15
21	Office	8	

CALENDAR AND TIME SHEET for
BETTY MUSGRAVE, TECH PREP DIRECTOR
serving Franklin County Reg. Del. System, Rend Lake Area Reg. Del. Sy. and
Rend Lake College

Funding Agreement: JMA5250

		HOURS TECH PREP	CONTACTS
22	9:00 A.M. Illinois Farmers' Union Representatives (2) (JTPA) Meeting on TECH PREP and JTPA initiatives	8	2
	1:00 P.M. Rend Lake College Meeting with Ron Trammell RE: TECH PREP initiatives and Advisory Names for the Business Department	8	1
25	Mini-Grant Collaboration Meeting RE: Presentation for Franklin County Supts., Principals and Ass't Principals	10	3
26	Franklin Co. Regional Delivery System, Mini Grant Collaboration and TECH PREP Joint Meeting	9	15
27	Office	8	
28	Thanksgiving		
29	Office Closed		

Betty Musgrave TECH PREP Director
Betty Musgrave
December 1, 1991

Harold Hood, Ass't Reg. Supt.
December 1, 1991

SIU

Southern Illinois University at Carbondale
Carbondale, Illinois 62901-4605

Department of Vocational Education Studies

April 3, 1992

Betty Musgrave
Tech Prep Director
c/o Franklin County Regional Superintendent
202 West Main
Benton, IL 62812

Dear Betty:

Thanks so much for your wonderful presentation to Pi Omega Pi and others in the Department of Vocational Education Studies on April 2, 1992. I enjoyed having the opportunity to hear about your work with the grant and the wonderful progress you have made. I am most impressed with the industrial technology course of study.

I'll be interested to learn how your model for relating various ISBE activities is received. Very creative work!

Sincerely,

John

John S. Washburn, Chair
Vocational Education Studies

lc

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493

September 4, 1991

Ms. Sandy Mercer, Contract Admin.
Illinois State Board of Education
Department of Adult, Vocational and
Technical Education
100 North First Street
Springfield, IL

Dear. Ms. Mercer:

This letter is a formal request for traveling out-of-state to the Third National Conference on Competency-Based Testing and Performance Standards for Vocational-Technical Education at the Great Smokies Hilton Resort, Asheville, North Carolina.

Our TECH PREP grant objectives for FY '91 and FY '92 both have objectives for setting performance standards for our TECH PREP programs. I feel this is an urgent need for our TECH PREP programs to be successful and we need help in knowing what direction to follow for setting these standards.

Thank you for your consideration of this immediately needed response for registration.

Sincerely,

Betty Musgrave

Betty Musgrave
TECH PREP Director

BJM

Enclosures

Conference Preview
and
Registration Information

A three-day conference focusing on contemporary aspects of developing competency-based tests and performance standards with emphasis on identifying strategies and resources.

The Third

National Conference on Competency-Based Testing and Performance Standards for Vocational-Technical Education

October 9 - 11, 1991
Great Smokies Hilton Resort / Asheville, North Carolina

Sponsored by

V-TECS - Vocational-Technical Education Consortium of States

In collaboration with

NCRVE - National Center for Research in Vocational Education

and endorsed by

AVA - American Vocational Association
and
NASDVTEC - National Association of State Directors of Vocational Technical Education Consortium

Certificate VTECS of Award

THIS CERTIFIES THAT

Betty Musgrave

has been recognized for

participation in

The Third

National Conference on Competency-Based Testing and Performance Standards for Vocational-Technical Education

by the Vocational-Technical Education Consortium of States

and its membership on this

11th day of October, 1991

Frances Beauman
Board Chair

Ronald D. McCage
Director

Certificate of Appreciation

LIONS
L
INTERNATIONAL

May it be Known that

Betty Musgrave

Was the Guest Speaker at the

West Frankfort Lions Club

on January 2nd 1992

As an Expression of Appreciation for Courtesies extended to this Club, we hereby present this Certificate.

Ira W. Ragsdale
Secretary

Dan L. Wells
President

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Southern Illinois Vocational Education Retreat
Hyatt Regency St. Louis at Union Station
January 9-11, 1992

THURSDAY, JANUARY 9, 1992

1:00 - 1:10	Welcome and Overview
1:10 - 2:10	Introducing the IBM Vocational and Technical School Series Christine Freiman - Infoware Paul Kluba - IBM Jeff Lake - IVCC Kathy Wilson - IBM
2:10 - 3:10	Coordination of State Learning Goals and State Goals for Vocational Education through Testing Programs Betty Musgrave - Tech Prep Coor. Marla Harp - Testing Coor.
3:10 - 3:30	BREAK
3:30 - 5:00	Orientation to Health Occupations through Independent Study (OHOTIS) Kathryn Torricelli - DAVTE Doug Poulter - Curriculm Specialist
5:00 - 7:00	Reception

FRIDAY, JANUARY 10, 1992

7:30 - 8:15	Continental Breakfast
8:15 - 8:30	DO WE WANT A GOOD AG CURRICULUM? Dean Dittmar - FCAE
8:30 - 10:00	DAVTE liaison and the FY-93 Plan Cycle Ruth Hicks - DAVTE
10:00 - 10:15	BREAK
10:15 - Noon	BREAKOUT SESSIONS Session 1 - Systems Directors/ Administrators Part a: Concerns & Questions Margie Doolen - EFE-495

	Darrell Fesser - EFE-410 Curtis Miller - EFE-410
	Part b: Vims Problems
	Jeff Lake - IVCC
	Session 2 - Special Populations Planning
	Sharon Full - DAVTE
	Session 3 - Building Fairness and Single Parent
	Elaine Johnson - Coordinator/Chair
Noon - 1:00	Luncheon
1:00 - 2:00	System Director Sharing Session
	(Bring items of things that work for you, such as newsletters, 8th grade informational brochures, articulation agreements, certificates of competency, samples of contracts, etc.)
	Margie Doolen - EFE-495
2:00 - 2:45	PERFORMANCE STANDARDS UPDATE
	Ruth Hicks - DAVTE
2:45 - 3:00	BREAK
3:00 - 4:30	Data Entry for VIMS using Optical Scanner Technology
	Jeff Lake - IVCC Panel of "experienced" System Directors

SATURDAY, JANUARY 11, 1992

8:00 - 8:45	Continental Breakfast
8:45 - 10:00	Computer-Based Instruction (CD/ROM) for Basic Educational Skills
10:00 - 10:15	BREAK
10:15 - 11:00	Continue: CD/ROM for Basic Educational Skills
11:00 - 11:30	Retreat Wrap Up

SOUTHERN ILLINOIS VOCATIONAL LEADERS
REGION V AND VI RETREAT
HYATT, UNION STATION
ST LOUIS, MO

Thank you for inviting Marla and myself to speak to you today about the Collabortion of the State Goals for Learning, local objectives and assessments with Applied Academics.

Two years ago, I addressed this same group of vocational leaders at this same location, and spoke to you about our Applied Academics Pilot Projects utilizing Applied Communication and Applied Mathematics I at Woodlawn High School, Wayne City High School and Mt. Vernon High School, and the first few units of Applied Biology/Chemistry at Woodlawn and Mt Vernon High School

Today, I am still talking about Applied Academics--

Last year when I became the TECH PREP Director for Franklin County Regional Delivery System, Rend Lake Area Regional Delivery System and Rend Lake College, I suddenly became in a position where I was working with one System that had Pilot Sites with the Applied Academics and one System that had no experience with the Applied Curricula.

I began examining the positive results and processes I had used with the other System. I began by looking at what I thought had contributed to the success of those teachers who had TRULY BOUGHT INTO the APPLIED ACADEMICS concept. THE TEACHERS WHOM I FELT HAD REALLY BOUGHT INTO THE APPLIED ACADEMICS JUST HAPPENED TO BE THOSE SAME TEACHERS WHO GOT INTO THE ENTIRE CURRICULUM SO THE QUESTION IS, "HOW DO WE GET TEACHERS TO GET INTO THE APPLIED CURRICULA IN DEPTH?" Once again, I was faced with HOW DO I SELL A PRODUCT? (in this case it was Applied Academics) FIRST I MUST MAKE THE CONSUMER (Adminstrator and Teacher) AWARE OF THE PRODUCT! THEN I MUST CONVINCE THE CONSUMER THAT THE PRODUCT IS SOMETHING THEY REALLY NEED! THEN I MUST CONVINCE THE CONSUMER THAT THE PRODUCT WILL BENEFIT THEM IN A VERY POSITIVE WAY! Next, provide the means by which THEY COULD HAVE ACCESS TO THE PRODUCT!

At the same time I was trying to decide how to approach this new TECH PREP project which according to the Carl Perkins legislation MUST CONTAIN APPLIED ACADEMICS; I was also trying to get acquainted with the personnel in my new environment. Marla and I at that time had offices across the hall from each other so we planned to go to lunch together. During lunch we were asking each other questions about our positions. As we talked about TECH PREP and the Test Scoring Center the more things began to click that what she was doing WITH THE STATE GOALS FOR LEARNING AND OBJECTIVES AND LOCAL OBJECTIVES AND LOCAL ASSESSMENTS and what I was doing with TECH PREP could BOTH be enhanced by working together.

WE STARTED BRAIN STORMING AND WE CAME UP WITH SOME DEFINITE STEPS WE THOUGHT WOULD WORK. WE TOOK IT A BIT FURTHER; IF IT WOULD WORK FOR us; would it work for all TECH PREP projects, LOCAL SCHOOLS and Test Scoring Centers? We thought it would so we began the process of NOW that we have this idea, how could we pull it off because it would take MONEY AND TIME. TWO COMMODITIES THAT SEEM TO BE HARD TO ATTAIN.

WE asked permission to start looking for support for the IDEA first FROM THE STATE BOARD; then monies to fund the project. We TALKED WITH MR. LEININGER, DOROTHY MAGGETT, [illegible] __________ AND DR. [illegible], JOHN KLITT, FRAN BEAUMAN, SANDY MERCER, KATHY NICHOLSON-TOSH, RUTH HICKS, DID I MISS ANYONE? WE WENT BACK MORE THAN ONE TIME--PERSISTENCE PAID OFF---WE asked DAVTE personnel to listen to our idea. They responded by meeting with us at Rend Lake College; they listened; and they asked us to put it on paper and give them an estimate of what it would take to pull it off. We did and they funded us additional funds to Develop this model for COLLABORATION OF STATE GOALS FOR LEARNING, OBJECTIVES AND ASSESSMENTS WITH APPLIED ACADEMICS; WHICH AS YOU WILL SEE HAS DEVELOPED MUCH FURTHER THAN JUST THE CORRELATIONS OF THE APPLIED ACADEMICS.

Usually, when we present this Collaboration Process; we start by talking about The reauthorization of the Carl Perkins Act; What is TECH PREP; Why TECH PREP? Applied Academics and Integration; but we are assuming that this group is well versed by now on the orientation of TECH PREP. If you are not, see us after our presentation and we will explain more of the background if needed.

Today, we want to actually take you through the process of How we STARTED WITH THE Correlations AND HOW WE HAVE GONE BEYOND WITH A MODEL OF SCHEMATICS OF HOW YOU CAN USE DATA THAT YOU ALREADY HAVE ACCESS TO IDENTIFY YOUR TECH PREP STUDENT; DATA THAT IS AVAILABLE TO ANALYZE FOR THE INTEGRATION OF APPLIED ACADEMICS; AND HOW THIS MAY BE UTILIZED FOR SCHOOL IMPROVEMENT PLANS; talk about the benefits and successes we have seen already with our Administrators, Counselors and Teachers and what we anticipate as we complete the cycle; ALSO WE WANT TO ENCOURAGE YOU TRY THIS PROCESS BECAUSE WE BELIEVE your Administrators, Counselors and Teachers WILL benefit from the same processES EXPLAINED.

MARLA HARP FROM THE FRANKLIN COUNTY TEST SCORING CENTER IS GOING TO WALK YOU THROUGH THE MODEL WE HAVE DEVELOPED:

Another very positive step has been: (Math Competencies Steps)

Insert with Math Correlations

I asked Rend Lake College to give me the percentage of our In-District entering Freshmen that was testing into Developmental Math classes. They did and it was not a percentage to be proud of. This too has been a basis on which I HAVE used to EMPHASIZE the NEED FOR another METHOD OF TEACHING MATH TO SOME STUDENTS.

I ASKED THE VOCATIONAL DEAN IF I COULD MEET WITH THE COLLEGE MATH INSTRUCTORS; HE CALLED THE MEETING AND WE DISCUSSED THIS HIGH PERCENTAGE OF STUDENTS THAT WERE TESTING INTO THE DEVELOPMENTAL MATH COURSES. AS RESULT OF THAT MEETING THE POST-SECONDARY ACADEMIC AND TECH MATH TEACHERS BEGAN THE DRAFT LIST OF MATH COMPETENCIES THEY FELT AN ENTERING FRESHMEN SHOULD KNOW. FROM THAT DRAFT ANOTHER MEETING WAS HELD WITH BOTH POST-SECONDARY ACADEMIC AND TECH MATH INSTRUCTORS AND SECONDARY MATH TEACHERS TO ASK FOR THEIR INPUT INTO THIS DRAFT LIST OF COMPETENCIES.

THE LIST OF COMPETENCIES WERE PILOT TESTED BY ONE OF THE HIGH SCHOOLS; CORRELATED WITH LOCAL OBJECTIVES; AND APPLIED MATH I AND II, correlated by an external evaluator with the ASSET test given by Rend Lake College to all entering Freshmen, and now being evaluated by Business and Industry TECH PREP Advisors to correlate with their screening of their applicants, we are now in our 10th step of this process. Already we know that there are additional problems that will need to added that business and Industry has indicated that is needed in the workplace.

One Supt after hearing this presentation and seeing this list of competencies has implemented a Math Competency Test that has to be passed at this high school or you Will not Graduate. The

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Counselor related this at our Collaboration Meeting with TECH PREP Site Counselors yesterday. He stated that the students could take and retake the test; but they must pass the test or they will not graduate!

ANOTHER POSITIVE STEP: The Vocational Dean has offered that the College would give the ASSET Test to their Juniors to see how they tested and ~~they~~ if they did not pass the Math section, they would have a year to remediate; thus giving the student the opportunity to get ready for classes that will count on his/her major and also eliminate the cost having to pay tuition for those developmental courses. We are planning to buy the Applied Math Software also this year that would enable a student to be assigned additional math work on the computer which is also another method of teaching math.

SUMMARY

After

After the correlations were completed, Joe set up a Student Services Meeting and we presented this Model to all of the Counselors and selected Advisory Board Members to critique and give input to the Model. They were very receptive and one Principal who serves as Counselor at a small school said, "This makes sense, we have talked and talked about too much testing and finally some one has listened."

The two counselors at our TECH PREP sites were asked to meet at another meeting and actually write out the steps they would begin taking to make this work in their school. The final test was to bring the Superintendents together and present this Model to them. I worked with Joe and he called the meeting and set the stage with a very relaxed setting at the County Club at West Frankfort. Marla and I went through this Model with them and had very good reception and interaction of questions AND EVEN COMPLIMENTS ON THE WORK WE HAD DONE!

-- One Superintendent who was going to wait until NEXT YEAR to start implementing Applied Academics has called in his teachers and told them we are going to begin THIS SEMESTER with integration of the Applied Academics. After seeing how all of the Applied Academics fit with their Local Objectives and Assessments, he was sold on the idea of Applied Academics.

--Another school has asked that we come and talk with all of their teachers on their half day Institute about TECH PREP and the Applied Academics; specifying showing the Orientation to Applied Biology/Chemistry VIDEO because he said it was coming NEXT YEAR for them.

--I WAS TOLD THIS WEEK THAT ONE OF THE BUSINESS TEACHERS WHO WORKED ON THE MATH CORRELATIONS IS GOING TO TEACH THE APPLIED MATH I curricula in her Business Math class STARTING WITH THIS SEMESTER!

--WHEN ~~we asked one of~~ the Math Teachers who worked on the Math Correlations about being trained by CORD to be a pilot site for Applied Math II, he jumped at the opportunity. We have seen a "burned out" Math teacher turn an about face and really excited about APPLIED MATH I AND II

--When we asked ~~on of the~~ the Math and Science Chairpersons who worked on the Science correlations about being trained by CORD to be a pilot site for the new units of Applied Biology/Chemistry she immediately said "YES" without any hesitation

Applied Mathematics II is now being piloted with the Franklin County Regional Delivery System's West Frankfort High School instructor, Dick Stritzel and the newy developed units of Applied Biology/Chemistry are being piloted with Sue Woodfin at Benton High School. Just Tuesday of this week, I was invited to make site visits to each of these schools with Dr. Tom Haynes from Illinois State University and I am very pleased to report we found some excited teachers about the curriculum they were piloting. Sue has already met with all of our science teachers from both Rend Lake Area Regional Delivery System and Franklin County Regional Delivery System. The evaluations were very high and the science teachers want another hands-on lab workshop which we are planning. She is having a great experience teaching the Applied Biology/Chemistry and is very good at getting other teachers involved in the excitement.

Both teachers were very excited about the success they were having with across the board type of students. Neither of the teachers knew that the other one had said that two of their top scores were by LD students.

When we asked for support for our idea from the State board I was convinced this was a way to *Sell* the Idea of Applied Academics; I am even MORE CONVINCED AND POSITIVE THAT if teachers have the opportunity to go through their local objectives (which a lot of teachers have not seen in a long time and in some cases, vocational teachers have never worked on them or even seen them--yet all vocational students are tested on those objectives just like the academic students) and match the Applied Modules/Units and Activities they will have a mucn better understanding of the importance of their selection of which activities they are going to choose to use in their class.

With the emphasis on accountability for the teacher and schools and with the changes in the Recognition and Supervision of Schools, these correlations become a very strong incentive and tool to use to SELL THE CONCEPT for the implementation and/or integration of applied academics.

We have seen many INTEGRATE THE APPLIED ACADEMICS THE FIRST YEAR, THEN the second year, integrate their "OLD CURRICULA" into the Applied Academics Curricula and then finally adopt the entire APPLIED CURRICULA.

We have been funded for Phase II of this project, going through the same processes but with the Rend Lake Area Regional Delivery System. In this process we are dealing with six schools who have six different sets of local objectives. Rather than bring all disciplines together for two days; we have brought each discipline in for an entire day because of the complexity of working with six different sets of objectives. Sally Cherry from the ESR's Assessment Center has facilitated each of these days of correlations. She has a math and science background, who also worked with each local school with their State Goals for Learning, Local Objectives and Assessments. This person is essential to have for the faciliator of these correlations. Your teacher trust this person because they worked with them on the State Goals. We are finding so far that this model will work for the local districts as well; we are in the implementation stages of Phase I for the Franklin County High Schools and ready for printouts for Counselors to analyze for the identification of the TECH PREP studnet from a potential pool of students ranging from the 40th to 60th percentile in Franklin County Schools and Mt. Vernon High School and 25th to 75th percentile at Wayne City High School. We will be meeting with all RLRDS Counselors in early February so basically go through the same processes for input and training.

We hope our ideas and processes will help you MAKE A DIFFERENCE IN YOUR SCHOOLS!

At Tops training all disciplines together — "more team oriented"

Cross disciplines in teaching at video

ILLINOIS STATE BOARD OF EDUCATION

Southern Illinois Regional Office • 123 South 10th Street, Suite 214 • Mt. Vernon, Illinois 62864-4013

Louis Mervis
Chairman

Robert Leininger
State Superintendent

M E M O R A N D U M

TO: Southern Illinois Vocational Leaders

FROM: Jim Henry

DATE: October 28, 1991

SUBJECT: January Retreat

It's that time of year again! Time to plan our mid-school-year retreat. It will be held Thursday through Saturday morning, January 9th through 11th, 1992, at the Hyatt Regency at Union Station, St. Louis. Please mark your calendars.

You will need to notify us of your intent to attend by completing and mailing the enclosed registration form, including the registration fee of $25.00 per attendee. The registration fee will cover the costs of refreshments during the meetings, a reception on Thursday evening, a continental breakfast on Friday morning, and materials duplication, etc. Checks should be made out to "Southern Illinois Vocational Leaders."

You will also need to reserve your own room before December 9, 1991 (314/231-1234). The block of rooms will not be held past that date. Register for the **"SOUTHERN ILLINOIS VOCATIONAL EDUCATION RETREAT"** in order to get the discounted room rates. Be sure to use that title so that I can keep up with registrations. Room rates will be as follows:

Single	$59.00
Double	$69.00

Add $20.00 for a third person sharing a double room. Children 17 years old and under may share a room with parents at no additional cost. Note that there is a 9.475% local tax, plus a $2.00 city occupancy fee. Check-in is 3:00 PM and check-out is 12:00 Noon.

An Equal Opportunity/Affirmative Action Employer

We plan to have at least one general session for everybody, and break out sessions for each of the following groups: college vocational-technical deans, secondary system directors, special populations coordinators, and single parent program coordinators. More about specific agendas will be forthcoming.

If you have questions, please contact me at 618/457-2598.

JH/jas

Enclosure

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

January 6, 1992

Mr. Lou DeFonzo
Lieutenant Govenor's Office
214 State House
Springfield, IL 62706

Dear Mr. DeFonzo:

In response to your request for information concerning schools in Franklin County that may have acquired computers through connections and partnerships with business and industry, I am sending you copies of the forms and information that was mailed to each of the Superintendents.

We have one school, Denning Elementary located in West Frankfort Illinois, that has been able to acquire two IBM computers; one with a printer, one MAC with hard disk drive and will receive the third computer by June '92 through this program. In order to complete this program to attain three computers, a total of $675,000 tapes will have been saved and counted. This has taken from April 1990 and will end May 1992. We have several schools that are involved in the promotion of saving tapes for this program at the present time. Also, Benton does not have a KROGER but the local grocery store, *BIG JOHNS*, is interested and is investigating guidelines for making one computer per quarter available to schools in our county.

This same school, Denning Elementary, has also participated in an OREO Cookie stacking contest sponsored by NABISCO and won $1,000 worth of computer software. Mr. George Hopkins is Principal at this school.

If we may be of further assistance to you in anyway, please contact me at my office with Barry Kohl, Regional Superintendent for Franklin County, 202 West Main, Benton, IL 62812.

Sincerely,

Betty Musgrave
TECH PREP Director

BJM

Enclosures

IV. TECH PREP GRANT ABSTRACT

3. ABSTRACT

TITLE: *Implementation of a Model Sequential Technical Preparation Training Program for Industrial Technicians and planning of Model Programs for Business Management and Engineering Technicians*

CO-PRINCIPAL INITIATORS: Harold Hood, Assistant Regional Superintendent for Franklin Co., Betty Musgrave, Technical Preparation Director
AGENCY: Franklin County Regional Vocational Delivery System
LOCATION: 202 W. Main, Benton, IL 62812
OBJECTIVES: By June 30, 1992, implement a Written Model Sequential Technical Preparation Program for Training Industrial Technicians and Plan Technical Preparation courses in Business Management and Engineering Technology from the secondary schools sequencing courses from Secretarial to Business Management and Drafting CAD/CAM to Engineering Technology.

PROCEDURES:

1. By July, 1991, a committee will hire staff and expand the advisory board.
* 2. By July, 1991, Director collaborates state goals & objectives with principals and superintendents.
* 3. By August, 1991, lead teachers analyze state Goals, Objectives, Assessments and applied academics.
* 4. By June, 1992, Director develops secondary assessment plan.
* 5. By June, 1992, Director develops post-secondary assessment plan.
6. By August, 1991, Director will purchase equipment & inventory educational materials.
7. By August, 1991, Director will plan & offer staff implementation training.
* 8. By March, 1992, school representatives will complete a curriculum integration plan.
9. By March, 1992, new site administrators will identify equipment needs.
10. By June, 1992, instructors will develop sequential courses of study.
11. By January, 1992 Director will coordinate roles of Tech Prep Committees.
*12. By January, 1992, regional providers will review program admission criteria.
*13. By January, 1992, Director & Sex equity consultants will review recruitment.
14. By May, 1992, Director will oversee revision of placement plan.
15. By May, 1992, Director will oversee revision of counselor training plan.
16. By June, 1992, staff & school personnel will evaluate competency standards.
17. By June, 1992, staff & teachers will review computer competency standards.
18. By December, 1991, agency & school staff will review project expansion plans.
19. By August, 1991, Director will orient LEA's to site qualification criteria.
20. By June, 1992, Director & advisory committee will establish course performance standards.
21. By May, 1992, Director will oversee development of post-secondary standards.
22. By December, 1991, Director & advisory committee will develop work-based learning components.
23. By November, 1991, Director will oversee development of private sector program role.
24. By August, 1991, Director & advisory committee will develop advisory committee timelines.
25. By December, 1991, Director will develop & get contractual agreements signed.
26. By December, 1991, Director & advisory committee will develop program expansion plan.
27. By July, 1991, Director will develop a staff in-service training plan.
28. By January, 1992, Director, teachers, & administrators will develop an interdisciplinary plan.
29. By March, 1992, Director & college staff will develop post-secondary integration plan.
30. By August, 1991, Tech Prep sites will implement Ind. Tech course of study.

* *Collaboration Procedures with State Goals for Learning*

EXPECTED CONTRIBUTION OR POTENTIAL IMPACT ON VOCATIONAL & TECHNICAL EDUCATION:

The curriculum plans will serve as sequential 9-16 programs of study that can be applied to other training areas to better educate students. State goals, local objectives, assessments and applied academics will be analyzed and strategies for measuring student performance will be developed. The planned course of study for training Industrial Technicians will be implemented.

PRODUCTS TO BE DELIVERED:

Written plans for Model Sequential Technical Preparation programs for Business Management and Engineering Technology that can be used as pilots for wider adoption in other program areas. Written additions and revisions to the Model for Training Industrial Technicians. A Model for LEA's collaboration of State Goals for Learning, Objectives, Assessments and applied academics and a Model for utilizing ESR Testing Centers to measure TECH PREP student performance.

BEST COPY AVAILABLE

V. YEAR TWO EXPECTATIONS

YEAR TWO
TECH PREP EXPECTATIONS

In Addition to all year one requirements Tech Prep projects, at a minimum, must address the following elements during the second year of funding:
Tech Prep should have rigorous expections which, upon completion, will result in career opportunities providing growth and upward mobility for all students. Secondary Tech Prep programs will intergrate technical training and college preparation to ensure students gain both skills necessary to succeed in college and the workplace.

a. Provide evidence that Tech Prep courses/programs appear on secondary and postsecondary registration information and other counseling information, such as college catalogs or student course handbooks.

See Objective 15 Attachments for School Information

b. Provide evidence that local budgetary support for Tech Prep is being provided (e.g. matching equipment purchased through the project, local sites paying for substitutes during Tech Prep activities or local funding of Tech Prep marketing activities/materials etc.)

See TECH PREP News Items; plus both EFE Regional Systems have paid stipends and Registrations for non TECH PREP site instructors to attend TECH PREP meetings.

c. Provide evidence that local administrators are supportive of the Tech Prep initiative through their involvement in inservice and marketing activities and their support of staff in these activities.

See Objective 2 Abstract and Attachments

2. Tech Prep programs will provide students with a sequence of academic and vocational-technical courses which are integrated and complementary in nature.

a. Develop a written sequence of Tech Prep courses (academic and vocational) which are deemed acceptable preparatory courses at the secondary level and culminate in an associate of applied science degree for each Tech Prep program.

See Objective 10 Abstract and Attachments

b. Provide written information (brochures or registration information) which communicates the Tech Prep course sequence/program to parents and students.

See Objective s 10 and 15 Abstracts and Attachments

c. Be prepared to implement additional Tech Prep sequences at each site by the beginning of year three. Implementation involves students who are completing lessons in which academic and vocational content and teaching methods have been revised to This implementation can be incrementalized (for example, 9th grade courses could be implemented during the first year, 10th grade courses during the second year, etc., for each program area)

See Objective 8 Abstract and Attachments

d. Provide evidence that the written inservice plan which was developed during year one is being implemented. This evidence should show how all Tech Prep faculty, counselors and administrators have been involved in inservice related to Tech Prep.

See Objectives 2,3,7,15, Abstracts and Attachments

e. Provide evidence that Tech Prep courses include applied methods of instruction and are integrated with other courses in the sequence. Acceptable evidence could include course outlines, sample lesson plans and/or instructional materials used.

See Objective 8 for Course Enrollments of Applied Academic Courses

3. Attainment of a secondary Tech Prep certificate or completion of Tech Prep associate of applied science degree will be reserved for students' able to meet requirements. All students within the region/college district will be provided with a means to meet the requirements.

a. Develop written performance standards for transition from twelfth grade Tech Prep to an associate degree institution.

See Objective 20 for Abstract and Attachments pertaining to the progress that has been pursued.

b. Describe methods to be used to assess academic and occupational competence of Tech Prep students at entrance and completion of the sequence at both the secondary and postsecondary levels.

See Objective 20 for Abstract and Attachments pertaining to the progress and delays in determining performance standards and measures. This process will begin to take shape as ICCB determine the performance standards for Associate degrees in Applied Science. Certification of Completion Certificates have been developed by our Electronics and Principles of Technology Instructor, Pat Sipes. We are waiting to verify the competencies with DAVTE before we use them.

c. Finalize an implement entrance criteria to identify Tech Prep students and to determine skill needs and course placement which were developed during the planning phase.

See Objective 12 Abstract and Attachments

d. Show evidence that academic assistance is available to students who are unable to meet entrance criteria.

See News article showing MVTHs summer school classes offered free to students who demonstrate low achievement (50th percentile or lower). Please note, the list of class offerings include Applied Math and Applied Communications. Other Districts may send students by paying tuition fees.

4. Participation in a secondary Tech Prep program will provide students with experiences which will enable them to continue their education at a community college and attain an associate of applied science degree. The program should also provide students with the flexibility to continue their education at a four year university, should they choose.

a. Develop a secondary completion credential that guarantees acceptance in a Tech Prep associate of applied science degree program.

See Objective 10 Abstract, Attachments and Brochure. Drafts show for the Engineer Technician TECH PREP Course of Study , an articulated Program of Study from the 9th grade through an Associate in Applied Science Degree Program at Rend Lake College with options of a Capstone for a Bachelor of Science Degree in Industrial Technology at Southern Illinois Univesity .

See Objective 10 Abstract, Attachments and Brochure. For the TECH PREP Course of Study for training Business Managers , the draft brochure shows an articulated Program of Study from the 9th grade through an Associate in Applied Science Degree Progam in Business Management at Rend Lake College with options of attaining a Bachelor of Science Degree through the Advanced Technical Studies Program at Southern Illinois University.

b. Develop the criteria for the successful completion of the associate of applied science degree.

Criteria for the successful completion of the Associate of Applied Science degree will be based on taking the sequence of courses outlined in the Brochures, taking advantage of the tutorial help available at Rend Lake College, and taking advantage of the Developmental Computer Lab available to those who are having academic difficulty.

c. Obtain commitment from both community colleges and baccalaureate institutions that courses taken by students will be accepted to meet entrance requirements for respective .

See Objective 10 for Abstract and Attachments with Agendas and Attendance Sheets showing Secondary instructors, administrators , Community College and University Instructors and Chairpersons attending the meetings for developing both TECH PREP Courses of Study for training Engineer Technicians and Business Managers.

d. Develop a written articulation agreement addressing both academic and vocational course sequences which is signed by all regional delivery systems and community colleges involved. Provide copies of signed Tech Prep articulation agreements.

See Objective 14 for Abstracts and Attachments with Articulation Agreements, past and newly developed Articulation Agreement with CORD's Applied Mathematics I and II with Rend Lake College MATH 1201: Technical Mathematics.

e. Develop written transfer agreements between community colleges and four-year baccalaureate institutions.

See Objective 14 for Attachments with copy of SIU Brochure from Industrial Technology Department showing Capstone Options marked and letter from Rend Lake College Vocational Dean saying this is the only verification they have for this agreement. We have been told repeatedly by the Industrial Technology Chair and Instructors is this Capstone Agreement is the same as an Articulation Agreement.

See Objective 14 for Attachments with a copy of the front cover of a proposal that has been written by Southern Illinois Univesity with support letters from the TECH PREP Director and Rend Lake College for *Community College TECH PREP Program Articulation with Southern Illinois University at Carbondale.*

f. Provide evidence that Tech Prep students may be granted admission into the community college while still in high school.

See Objective 14 for evidence in the Articulation Agreements that high school students may earn Community College Credits while still in high school.

5. Completion of a Tech Prep program will communicate to potential employers that the participant has demonstrated skills and abilities which make them preferred employees.

a. Develop a postsecondary completion credential that communicates a student's competence to potential employers.

See Objective 20 for Abstract and Attachments pertaining to the status of a,b,c

b. Show evidence of industry identified performance standard for associate of applied science Tech Prep completers. If statewide industry standards are available, any performance standards which are developed must include them.

See Objective 20 for Abstract and Attachments pertaining to the status of a,b,c
See Objective 28 and 31 on FY 92-93 TECH PREP Abstract

c. Show evidence of a means of assessing student attainment of performance standards that is endorsed by business and industry and that measures both theory and application.

See Objective 28 on FY 92-93 TECH PREP Abstract

d. Show evidence that all Tech Prep students will have an appropriate work-based learning experience.

See Objective 22 for Abstract and Attachments on work-based learning experience and Objective 2 on FY 92-93 TECH PREP Abstract

e. Provide evidence that commitments have been obtained from employers so Tech Prep completers will be provided incentives such as priority status for employment, wage incentives, support for advanced education , etc.

No Definite commitments in writing has been obtained from employers at this point; other than past record of hiring of Rend Lake College graduates. See Objective 22 Abstract and Attachments of Unemployment Economic Information for Hamilton, Jefferson, Franklin and Perry Counties. We have a General Tire Representative on our TECH PREP Video (*Illinois Education Today and Tommorrow* enclosed) making a statement that they will not interview for an Industrial Technician unless they have an Associate Degree. What we do have from Business and Industry is a committment of what they will not do. Until the economy changes in Southern Illinois it seems we will not get a committment on paper that they will be tied to hiring our TECH PREP Students, but we do feel we have their support and they will give them a chance. One Advisor from the Engineer Technician panel stated, off the record, "Send me one of those TECH PREP students who has taken all those courses in the Industrial Technician Course of Study and been successful and I will hire them." That is a beginning.

f. Provide evidence of other industry support for Tech Prep, such as field trips, guest speakers/lecturers, equipment, internships for students or teachers, etc.

See Objective 22 Abstract and Attachments for evidence of industry support for Drafting/CAD Spring Practicum.

See Objective 15 Abstract and Attachments for list of Participating Businesses represented at the Career Fair for Rend Lake Area Regional Delivery System participating schools with TECH PREP exhibiting and being responsible for Wayne City High School Principles of Technology Students and Instructor demonstrating Principles of Technology. Also see Rend Lake Area Regional Delivery System Career Fair, TECH PREP Initiative and Exhibit for pictures.

g. Provide evidence that the Tech Prep advisory committee is meeting the work plan which was developed during the planning phase of the project

See Objective 11 for Abstract and Attachments for original and revised TECH PREP Advisory Board Activities

See Objective 1 and 10 Abstracts and Attachments for names of Advisory Members, Meeting Agendas, Panel Scripts, Identified Occupational and Essential Employability Skills for both Engineer Technicians and Business Managers and Drafts of Brochures ready for printing. Ten printed copies will sent under separate cover as soon as printing has been completed.

6. The concept of Tech Prep will be clearly communicated to students, employers, and the public to ensure participation in, and an understanding of, the program.

a. Develop written, visual and/or audio marketing materials (consistent with the statewide effort) to communicate the Tech Prep concept/program to the general public.

See Objective 10 for draft copies of the brochures showing Courses of Study for training Engineer Technicians and Business Managers which are ready for printing (consistent with the statewide effort) and will be delivered to ISBE under separate cover subject to ISBE approval.

b. Develop a written marketing plan for Tech Prep using the developed materials.

See Objective 15 Abstract and Attachments for evidence of marketing TECH PREP Brochures from Counselors. Each TECH PREP site was given at least 1000 or more if needed Brochures for Training Industrial Technicians; every TECH PREP meeting, brochures were distributed to participants; each public appearance and presentation the TECH PREP Director gave, brochures were distributed; each Advisory Member from all three Courses of Study were given a copy; as well as a copy given to each Freshman and one mailed to each 8th grade parent.

c. Show evidence of the various audiences to whom Tech Prep has been marketed. Audiences should include students, parents and potential employers.

See Objective 15 Abstract and Attachments for evidence of various audiences to whom TECH PREP has been marketed. Note Newspaper Articles, Advisory Meetings with Business and Industry Agendas, Attendance Sheets, Career Fair, Parents and other Business and Industry representatives other than TECH PREP Advisory persons.

See Collaborative Mini Grant Summary for Attachments showing evidence of that:

(72)	**8th grade West Frankfort Students and**
(33)	**8th grade Zeigler/Royalton Students**
105	**Total Students' Parents received a notice on the bottom of their Student Narrative Report stating:**

Your Son's (or daughter's) National Percentile Score(s) fall within a targeted range that indicates that he may benefit from TECH PREP Courses being offered at Frankfort High School. For more information on TECH PREP Contact your Schools's Guidance Counselor.

See TECH PREP Director's Calendar for evidence that TECH PREP has been marketed within presentations to the Lion's Club in West Frankfort; Pi Omega Pi; University Women's Association; SIU Class; Southern Illinois Employee's Relations Association; Reg. VI Vocational Leaders Retreat; Connections Conference; local Television Station interview on TECH PREP; as well as all the educational meetings attended and organized throughout the year.

See enclosed copies of Videos that have been made by our TECH PREP Project and distributed to all participating schools within Franklin County Regional Delivery System and Rend Lake Area Regional Delivery System:

- **a. Teleconference: Illinois Educational Today & Tomorrow**
- **b. Applied Academics Workshops, June 15-19 , 1992**
  - **1. Principles of Technology with Pat Sipes**
  - **2. Applied Mathematics I , II and Principles of Technology with Dr. Leno Pedrotti with Steve Stricklin and Dick Stritzel**
  - **3. Applied Biology/Chemistry with Lisa Taylor and Sue Woodfin**
  - **4. "Pulling it all Together" Pat Wilson**
  - **5. Applied Communications with Dorothy Winchester**
- **c. West Frankfort High School Administrators, faculty, Counselors and student interviews; Applied Math labs, Principles of Technology Labs, and Electronic demonstrations (raw footage taken by Western University to use clips for live teleconference)**
- **d. Local television interview of TECH PREP Director**
- **e. TECH PREP Mini Grant Presentation: Collaboration of State Goals for Learning, Local Objectives and Assessments and Criteria for Selecting a TECH PREP Student with Strategies for Implementation. Presented to West Frankfort High School Faculty by Marla Harp, ESR Testing Scoring Center Coordinator and Betty Musgrave, TECH PREP Director Filmed by Western Illinois University**
- **f. "What Business and Industry Expects of an Engineer Technician" Panel Discussion by Advisory Members**
- **g. "What Business and Industry Expects of a Business Manager" Panel Discussion by Advisory Members**

VI. STATEWIDE DATA COLLECTION

DATE: APRIL 22, 1992

TO: PARENT/GUARDIAN OF 7TH GRADE STUDENTS

FROM: MS. VARIS

RE: ELECTIVES

Several new electives have been added to the CJHS curriculum. They include:

1. Exploratory I
   This includes 9 weeks each of:
   Life Skills (Ms. Rich) - every day survival skills Home Ec
   [✓ Industrial Arts (Mr. Reach) - woodworking skills] Shop
   Emergency Prparedness (Ms. Patton) - CPR, first aid, etc
   [✓ Study Skills (Mr. Thomas) - study and computer skills]
   This is primarily a 7th grade elective. However, 8th graders may choose this with the approval of the building principal.

2. Exploratory II
   This includes 9 weeks each of:
   Art (Mr. Murphy)
   Chorus (Mrs. Johns)
   [✓ Computers (Mr. Thomas)]
   Careers (Ms. Patton)
   This is primarily an 8th grade elective. However, 7th graders may choose this with the approval of the building principal.

3. Emergency Care (Ms. Patton) - This is based on the EMT/First Responder Curriculum. It is a semester course.

4. [✓ Computers (Mr. Thomas)] - This is a semester course and will be taught opposite Emergency Care. However, one may be taken without the other. A study hall will also be offered this period.

These are in addition to the electives previously offered. Please select the electives you would like to take for the 1992-93 school year and return this to your teacher tomorrow.

Only one study hall may be chosen as an elective.

Ms. Varis may be reached at 937-4559 this evening if you have questions.

BEST COPY AVAILABLE

3. ABSTRACT

TITLE: FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM: TECH PREP IMPLEMENTATION PLANNING AND COLLABORATION PROJECT, YEAR THREE

CO-PRINCIPAL INVESTIGATORS: Harold Hood, Assistant Regional Superintendent, Betty Musgrave, TECH PREP Director
AGENCY: Franklin County Regional Vocational Delivery System
LOCATION: 202 W. Main, Benton, IL 62812

OBJECTIVES: By June 30, 1993, implement the second year of a Model Sequential Course of Study for training Industrial Technicians; implement two newly developed Sequential Models for training Business Managers and Engineer Technicians; plan Sequential Courses of Study for training Medical Records Technicians, Respiratory Therapists, Nurses (R.N.), and Radiology Technicians; continue the Collaboration process by Correlating newly developed Applied Academics with State Goals for Learning, Local Objectives and Assessments; continue the development of Applied Assessments and pilot those applied items; begin the process of entering performance standards and essential employability skills into the Test Scoring Center data bank; develop individualized prescriptive Applied Academics for remediation.

1. By July 1 1992 project staff will be hired; advisory committee will be expanded. (OBJ 1)
2. By July 1992 Director, with assistance, will develop guidelines for summer Coop Educ. Program. (OBJ 2)
3. By July 1992 Director will orientate new TECH PREP site district Administrators. (OBJ 3)
*4. By July/Aug 1992 TECH PREP students from class enrollments will be correlated with their local achievement scores for baseline data. (OBJ 4)
5. By Sept 1992 counselors will review recruitment, registration, record keeping, transfer and employment placement procedures. (OBJ 5)
6. By Aug 1992 TECH PREP sites will implement Courses of Study for Business Management and Engineer Technology. (OBJ 6)
7. By Aug 1992 Director, with assistance, will purchase and inventory instructional materials and equipment. (OBJ 7)
8. By Aug 1992 Director will confer with JTPA and other tutor programs to develop Applied Academic staff development plan for tutors. (OBJ 8)
*9. By Sept 1992 Test Scoring Computer Specialist will design and develop a *TECH PREP Course of Study Record Form.* (OBJ 9)
*10. By Sept 1992 Collaboration Executive Committee will meet with counselors to gather input on the *TECH PREP Course of Study Record Form.* (OBJ 10)
*11. By Sept 1992 Director and Test Scoring Coord. will orientate new TECH PREP site Administrators on Coll. Models. (OBJ 11)
12. By Dec 1992 Planning and Development Committee will develop model Courses of Study for training Medical Records Technicians, Respiratory Therapists, Nurses (R.N.), and Radiology Technicians. (OBJ 12)
*13. By Dec 1992 selected English, math and science instructors will develop applied local assessment activities to reflect Applied Academics skills in speaking, writing, listening, math, and science. (OBJ 13)
14. By Dec 1992 Director will increase involvement of counselors in procedures for registering and promoting. (OBJ 14)
15. By Mar 1993 health instructors will identify and prioritize equipment and instructional resources needed. (OBJ 15)
16. By April 1993 Director will facilitate articulation meetings for secondary, Community College and University. (OBJ 16)
17. By May 1993 TECH PREP students from exemplary programs will be asked to demonstrate activities to business/industry advisory members. (OBJ 17)
*18. By June 1993 Collaboration Executive Committee will refine the Model plan for evaluating student competency standards. (OBJ 18)
19. By June 1993 instructors will determine all levels of competencies needed in computers for all TECH PREP Courses of Study (OBJ 19)
20. By Feb 1993 Director will actively encourage increased participation of private sector. (OBJ 20)
21. By Dec 1992 have contractual agreements with "Criteria to be a TECH PREP Site signed." (OBJ 21)
22. By Jan 1993 draft a Certificate of Completion and Requirements for Attainment for TECH PREP Training level courses. (OBJ 22)
23. By Dec 1992 clearly communicate to students, employers, and the public available TECH PREP Courses of Study. (OBJ 22)
24. By Oct 1992 Director will facilitate a TECH PREP Health Occupations Advisory Committee meeting to determine occupational, essential employability skills and work-based learning needs. (OBJ 24)
*25. By Feb 1993 the Director and Computer Specialist will facilitate the piloting of applied local assessment activities. (OBJ 25)
*26 By June 1993 the Director will facilitate a meeting with consultants and instructors to correlate newly developed units of Applied Biology/Chemistry and Applied Mathematics II with state and local objectives. (OBJ 26)
*27 By June 1993 Collaboration Executive Committee will facilitate scoring, reporting, and tracking TECH PREP student screening, program impact evaluation, and school improvement; prescriptive software will be utilized to program test scores from specific standardized or local assessment tests that will link prescribed Applied Academic activities/modules for at-risk TECH PREP students. (OBJ 27)
*28 By June 1993 Electronics instructors will pilot test identified Electronics performance standards. Performance standards will be entered into the testing system for occupational competency testing. (OBJ 28)
*29 By June 1993 Collaboration Executive Committee will develop marketing products promoting correlation process of State Goals for Learning, Local Objectives and Applied Academics; identification of the TECH PREP student, drafts of models for individualized prescriptive Applied Academics for at-risk TECH PREP remediation assignments. (OBJ 29)
*30 By June 1993 Collaboration Executive Committee will develop a plan to merge secondary TECH PREP student data for baseline data to the Community College. (OBJ 30)
31. By June 1993 Director, with assistance, will continually develop and/or pilot standards as they are identified. (OBJ 31)
32. By May 1993 Director with assistance will develop and promote plans for the Academic Staff and Industry Practicum. (OBJ 32)

EXPECTED CONTRIBUTION OR POTENTIAL IMPACT ON VOCATIONAL AND TECHNICAL EDUCATION: The curriculum plans will serve as a Sequential nine through sixteen Courses of Study that can be applied to other training areas to better educate students. State Goals, local objectives, assessments and newly developed Applied Academics will be correlated; a Model for measuring students' performance will be implemented; a Model for prescriptive individualized Applied Academics remediation plan for at-risk TECH PREP students will be developed; a Model performance standards and essential employability skills plan will be developed for occupational competency testing.

PRODUCT(S) TO BE DELIVERED: Two copies of progress reports will be filed quarterly. By July 15, ten copies of the final report and brochures of Health Occupations Courses of Study will be delivered. Signed articulation agreements, Business and Industry Advisory panelists' script, and summaries of occupational and essential employability skills with accompanying video; brochures of correlation Model used to compare local learning objectives with Applied Academics, and Model for identifying a TECH PREP student and Model plan for individualized prescriptive Applied Academic remediation plan for at-risk TECH PREP students.

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VII. TECH PREP EXECUTIVE MEETINGS

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493

TECH PREP

SERVING
FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM
REND LAKE AREA REGIONAL DELIVERY SYSTEM
AND REND LAKE COLLEGE

MEETING FOR: **TECH PREP EXECUTIVE COMMITTEE**

DATE: **Friday, August 2, 1991**

TIME: **8:30 A.M. - 9:30 A.M.**

LOCATION: **Rend Lake College**
President's Office

PURPOSE OF MEETING:
- **--To discuss TECH PREP Grant for FY '92**
- **--To review ISBE FY'92 Guidelines**
- **--To review and discuss Equipment and Resource Material Acquisitions**
- **--To discuss Criteria to become a TECH PREP Site**
- **--To discuss expansion and guidelines for the TECH PREP Advisory Committee**

FOR MORE INFORMATION:

Betty

Call Betty Musgrave, TECH PREP Director
(618) 438-9711

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493

TECH PREP

SERVING
FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM
REND LAKE AREA REGIONAL DELIVERY SYSTEM
AND REND LAKE COLLEGE

TECH PREP EXECUTIVE MEETING

DATE: TUESDAY, October 29, 1991

TIME: 8:30 A.M. - 9:30 A.M.

LOCATION: Rend Lake College
President Mark Kern's Office

PURPOSE OF MEETING:

- --To discuss TECH PREP Final Report for 1991
- --To discuss TECH PREP 1992, Strategies for Implementation
- --To discuss expansion and guidelines for the TECH PREP Advisory Committee
- --Other TECH PREP Updates

FOR MORE INFORMATION:

Call Betty Musgrave, TECH PREP Director
(618) 438-9711

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493

TECH PREP

SERVING
FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM
REND LAKE AREA REGIONAL DELIVERY SYSTEM
AND REND LAKE COLLEGE

TECH PREP EXECUTIVE MEETING

DATE: Monday, January 13, 1992

TIME: 8:30 A.M. - 9:30 A.M.

LOCATION: Rend Lake College
President Mark Kern's Office

PURPOSE OF MEETING:
--To discuss TECH PREP Mid-Year Report for Fy 91-92
--To discuss Advisory Board Meetings
--To give TECH PREP updates
--Other

FOR MORE INFORMATION:

Call Betty Musgrave, TECH PREP Director
(618) 438-9711

VIII. STRATEGIES FOR IMPLEMENTATION

STRATEGIES FOR IMPLEMENTATION OF FY'91-92 TECH PREP GRANT

1. Select Staff
Obj. 1

2. Orient. Supts and Prin. to the Model for Collab. State Goals for Learning with Applied Academics.
Obj. 2

3. Purchase and inventory TECH PREP implentation equip. and resources
Obj. 6

4. Complete staff development for TP sites in Appl. Curr. and new equipment.
Obj. 7

5. Select additional advisory members; determ. content for Crse of Studies
Obj. 1

6. Inst. of Tech Prep sites will analyze local objectives and assessments with Applied Academics.
Obj. 3

7. Conduct meetings for all schools to explain the criteria to be a TECH PREP site
Obj. 19

8. Develop time lines for advisory meetings
Obj. 8

9. Review with Supt. the plan for expanding enrollment for all students to participate in the TECH PREP program
Obj. 18

10. Develop and coordinate staff development needs of both academic and vocational instructors for TECH PREP sites.
Obj. 27

11. Review the implementation of Course of Study for training industrial technicians.
Obj. 30

12. Establish the role of the private sector; including incentives for TECH PREP programs.
Obj. 23

13. Develop a plan for implementing the sequential four- to six-year courses of study for Business Management and Engineering Technology.
Obj. 10

14. Develop a description of the expected role for all secondary and post-secondary staff involved in the TECH PREP initiative.
Obj. 11

15. Involve Secondary and post-secondary counseling staff in the review and revision of counselor training plan.
Obj. 15

16. Develop work-based learning components.
Obj. 22

17. Develop an interdisciplinary plan.
Obj. 28

18. Evaluate and Establish performance standards.
Obj. 16 , 17, & 20

19. Develop post-secondary standards.
Obj. 21

20. Review program admission criteria.
Obj. 12

21. Sex equity counsultants will review recruitment.
Obj. 13

22. Oversee revisions of placement plans.
Obj. 14

23. Collaboration mini grant develops secondary assessment plan.
Obj. 4

24. Collaboration mini grant develops post-secondary assessment plan.
Obj. 5
24b. Develop post-secondary integration plan.
Obj. 29

25. School representatives will complete a curriculum integration plan.

Obj. 8

26. Develop program expansion plan.

Obj. 26

27. New TECH PREP sites will identify equipment needs.

Obj. 9

28. Develop and acquire contractual agreements signed.

Obj. 25

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493

Coordination with JTPA

TECH PREP

TECH PREP Meeting

DATE: November 22, 1991
TIME: 9:00 P.M. - 9:30 P.M.
LOCATION: Regional Supt. Office
Benton, IL

Meeting for: ILLINOIS FARMERS' Union Representative
Joe Wilkerson, System Director for Franklin County Regional Delivery System
Harold Hood, Ass't Regional Supt. for Franklin Co.
and Betty Musgrave, TECH PREP Director

DISCUSSIONS

What is TECH PREP?

Where we are and where we are planning to go with TECH PREP Programs of Study

Applied Academics

Performance Standards

Dissemination of TECH PREP Handouts

IX. LT. GOV. RURAL AFFAIRS COUNCIL HIGHLIGHTING

The Illinois Lt. Governor's Rural Affairs Council

April 21, 1992

Highlighting of our

Franklin County Regional Delivery System TECH PREP Project

covering:

Franklin County Regional Delivery System
Rend Lake Area Regional Delivery System and
Rend Lake College

The Office of Lt. Governor Kustra and The Governor's Rural Affairs Council

in conjunction with

Illinois Institute for Rural Affairs,
Illinois State Board of Education and
tern Illinois University's College of Education

present

ILLINOIS EDUCATION:

Today and Tomorrow

Western Illinois University will host a series of live interactive programs for administrators and educators. (TI-IN Channel 44, Spacenet 2/21 Upper) The following topics will be covered:

"Conversations on the Future...Societal Trends and Educational Issues"

Aired February 19
7:00-8:30p.m.
featuring Bill Banach
of Macomb Community College, Warren Michigan

The focus of this program was intended to stretch horizons and broaden perspectives...to stimulate discussion and identify opportunities.-Bill Banach

Videotapes of this program are available for order through Satellite Education Network. (309)298-1804

"Innovative Practices in Education: Today and Tomorrow"

April 7
6:30-8:00p.m.
featuring Michael Jacobson and Robert Lombard, both professors at Western; assisting will be teachers, administrators and community members from Moline, Springfield and Lewistown

These schools have successfully implemented three innovative and effective school practices which will be examined--peer mediation/conflict resolution, a law-related education program, and school-business tutorial partnerships.

"Tech Prep: Partnerships for Tomorrow"

✓

April 21
6:30-8:00p.m.
featuring Max Pierson, Professor
of Educational Administration at Western
and guests from Waubonsee Community College,
Calhoun Community School District
and West Frankfort High School

Video clips will provide exposition on three unique applications of the "Tech Prep" curriculum restructuring, including input from involved students.

"Shaping the Steps to Change"

May 21
6:30-8:00p.m.
featuring Dr. Richard Jones of the International Center for Leadership in Education, New York

Dr. Jones will lead a discussion offering ideas and strategies to overcome the lagging evolution of curriculum and assessment within the educational world. This program offers a culmination of thought-provoking questions concerning how we identify, commit, reorganize and broaden the curriculum to meet the rapidly changing needs within the educational arena.

It is your responsibility to contact the downlink sites nearest you and make arrangements to view the program. There are 103 downlink sites within Illinois that are able to receive this program. Contact your Educational Service Center for downlink sites in your region.

Return this registration form to:
Special Projects Office
College of Education
Western Illinois University
Macomb, IL 61455

Or Call: (309)298-1804
Satellite Education Network

Please register me for Illinois Education program(s):

Name: ________________________________

Position: ________________________________

School/Organization: ________________________

Address: ________________________________

City: ______________ **State:** __________ **Zip:** ________

Phone: ___ - _____ - ______

Date:
______ **April 7**
______ **April 21**
______ **May 21**

WIU News

Office of University Relations
302 Sherman Hall
Macomb, Illinois 61455
309/298-1993
Fax: 309/298-2400

FOR IMMEDIATE RELEASE
March 19, 1992

CONTACT: Max Pierson
309-298-1070

SCHOOL-BUSINESS PARTNERSHIPS/TECH PREP SUBJECT OF WIU TELECONFERENCE

MACOMB, IL -- "As we head toward the 21st century, jobs will require more technological skills," said Max Pierson, assistant professor of educational administration at Western Illinois University. Educators, community and business leaders will have the opportunity to learn about three unique educational programs that are addressing these needs through an Illinois State Board of Education/Western Illinois University teleconference to be broadcast from 6:30 to 8 p.m. Tuesday, April 21.

"The teleconference will give examples of three school districts that used their resources to address their specific needs," said Pierson, an organizer of the conference.

The first example involves a cooperative relationship among the Batavia School District, Waubonsee Community College in Sugar Grove and Chem-Waste Management Corporation, Inc. Using the Tech-Prep model, high school and community college students in the district have the opportunity to work at the Chem-Waste's research and development center with researchers from Chem Waste.

"Through this program, students have the opportunity to see scientific principles and technology used to solve real-world problems," said Pierson.

The second example involves Hardin High School in Calhoun County. Because of the lack of industry in this area, the school district did not offer advanced technology, science or mathematics courses. In a move to make this school district and its students more competitive, the high school has begun offering hands-on technical courses using the Tech-Prep model.

(more)

Western
Illinois
University
BOARD OF GOVERNORS UNIVERSITIES

"The economic viability of an area is tied to its workforce," said Pierson. "The Tech-Prep model is geared toward a systematic articulation program from high school, to community college to the university level that will ensure an educated workforce."

The third example to be discussed during the teleconference is the West Frankfort High School, Rend Lake College and Southern Illinois University program. This program is a proposed articulation agreement that outlines the courses necessary for graduation. A unique aspect of the program is early identification and assessment of eligible students.

The one-way video, two-way audio teleconference, originating from WIU's Memorial Hall, will be broadcast to downlink sites throughout Illinois. (EDITORS: See list for site in your area). Sponsored by the Illinois Institute for Rural Affairs and Illinois Lt. Gov. Kustra's office, the purpose of the teleconference is to give key leaders in the community ideas for alternative educational methods that will address the changing economic realities.

For further information regarding the teleconference, contact Max Pierson, educational administration and supervision, Horrabin Hall, WIU, Macomb, IL 61455, 309-298-1070.

# # # #

ROSELLE -- Lake Park High School, 500 West Bryn Mawr

RUSHVILLE -- Rushville High School, 730 N. Congress

ST. ANNE -- St. Anne High School, 650 W. Guertin Street

ST. ELMO -- St. Elmo High School, 125th and Walnut Streets

SANDOVAL -- Sandoval High School

SCIOTA -- Northwestern CUHSD No. 176

SENECA -- Seneca Township H.S. Dist. No. 160, 307 E. Scott Street

SERENA -- Serena CUSD No. 2, Quincy Street

SHABBONA -- Shabbona CUSD No. 425, 506 Shabbona Road

SOMONAUK -- Somonauk CUSD No. 432, 501 West Market

SPRINGFIELD -- Illinois State Board of Education, 100 North First Street

STERLING -- Educational Service Center No. 8, 2021 Avenue J

THOMPSONVILLE -- Thompsonville High School 304 W. Shawneetown Road

TOLUCA -- Toluca CUSD No. 2, 306 North Maple

VALMEYER -- Valmeyer CUSD No. 3, 603 W. Main

VARNA -- Mid-County CUSD No. 4, RR

VIENNA --Vienna High School, College Avenue

WARSAW -- Warsaw CUSD No. 316, South 11th Street

WATSEKA -- Iroquois Vocational Center, Courthouse Road

WEST FRANKFORT -- West Frankfort CUSD No. 168, 112 W. Poplar Street

WILLIAMSFIELD -- Williamsfield High School, 325 West Kentucky Avenue

WITT -- Witt High School, 220 N. Third Street

WYANET -- Wyanet County Cons. SD No. 126, Fourth Street

WYOMING -- Wyoming CUHSD No. 71, 401 N. Galena Avenue

WIU News

Office of University Relations
302 Sherman Hall
Macomb, Illinois 61455
309/298-1993
Fax: 309/298-2400

FOR IMMEDIATE RELEASE
April 9, 1992

CONTACT: Max Pierson
309-298-1070

SCHOOL-BUSINESS PARTNERSHIPS/TECH PREP SUBJECT OF WIU TELECONFERENCE

MACOMB, IL -- "Through Tech Prep initiatives, students have the opportunity to see scientific principles and technology used to solve real-world problems," said Max Pierson, assistant professor of educational administration at Western Illinois University. Educators, community and business leaders will have the opportunity to learn about three unique educational programs that are addressing these needs through an Illinois State Board of Education/Western Illinois University teleconference to be broadcast from 6:30 to 8 p.m. Tuesday, April 21.

"The teleconference will give examples of three school districts that used their resources to address their specific needs," said Pierson, an organizer of the conference.

The first example to be discussed during the teleconference is the West Frankfort High School, Rend Lake College and Southern Illinois University program. This program is a proposed articulation agreement that outlines the courses necessary for graduation. A unique aspect of the program is early identification and assessment of eligible students.

The second example involves a cooperative relationship among the Batavia School District, Waubonsee Community College in Sugar Grove and Chem-Waste Management Corporation, Inc. Using the Tech-Prep model, high school and community college students in the district have the opportunity to work at the Chem-Waste s research and development center with researchers from Chem Waste.

"As we head toward the 21st century, jobs will require more technological skills," said Pierson.

The last segment involves Hardin High School in Calhoun County. Because of the lack of industry in this area, the school district did not offer advanced skills," said Pierson.

The last segment involves Hardin High School in Calhoun County. Because of the lack of industry in this area, the school district did not offer advanced technology, science or mathematics courses. In a move to make this school district and its students more competitive, the high school has begun offering hands-on technical courses using the Tech-Prep model.

"The economic viability of an area is tied to its workforce," said Pierson. "The Tech-Prep model is geared toward a systematic articulation program from high school, to community college to the university level that will ensure an educated workforce."

(more)

School-Business -- add 1

The one-way video, two-way audio teleconference, originating from WIU's Memorial Hall, will be broadcast to downlink sites throughout Illinois. (EDITORS: See list for site in your area). Sponsored by the Illinois Institute for Rural Affairs and Illinois Lt. Gov. Kustra's office, the purpose of the teleconference is to give key leaders in the community ideas for alternative educational methods that will address the changing economic realities.

For further information regarding the teleconference, contact Max Pierson, educational administration and supervision, Horrabin Hall, WIU, Macomb, IL 61455, 309-298-1070.

# # # #

ARLINGTON HEIGHTS -- Forest View Educational Center, 2121 S. Goebbert Road
ASTORIA -- Astoria High School
AUGUSTA -- Southeastern High School,
AVON -- Avon High School, Wood Street
BEECHER CITY -- Beecher City High School,
BELLEVILLE -- Educational Service Center, 500 Wilshire Drive
BEMENT -- Bement CUSD #5, 201 Champaign Street
BLOOMINGTON -- Bloomington CUSD, 1202 East Locust
BLUFFS -- Scott-Morgan CUSD No. 2, 100 West Rockwood Street
BUDA -- Western CUSD No. 306, Stewart Street
BUSHNELL -- Bushnell-Prairie City CUSD No. 170, 845 North Walnut
CAMBRIDGE -- Cambridge CUSD No. 227, 300 South West Street
CAMP POINT -- Camp Point CUSD No. 3, Central High School, RR 1
CARLINVILLE -- Carlinville-Regional Supt. Office, 220 North Broad Street
CHANNAHON -- Educational Service Center No. 10, 105 Sage Street
CHATHAM -- Glenwood High School, RR 1
CHRISTOPHER -- Christopher HS Media Center, 901 Emestine

WIU
WESTERN ILLINOIS UNIVERSITY
Macomb Illinois 61455

ILLINOIS INSTITUTE FOR
RURAL AFFAIRS

March 12, 1992

Mrs. Betty Musgrave
Director
Franklin County Regional Office
202 West Main St.
Benton, IL 62812

Dear Betty,

The purpose of this letter is to outline the taping schedule which we intend to utilize on April 2, 1992 at the West Frankfort High School in West Frankfort, IL. Tentatively, the schedule will be as follows:

12:00 P.M. -- Arrive at West Frankfort High School and Set-up.

12:30 P.M. -- Begin taping (not necessarily in this order).
- a. Students in the Classroom.
- b. Interview Principal
- c. Interview students chosen by the teacher.
- d. Interview faculty members chosen by Mrs. Musgrave and the Principal.
- e. Interview CEO from coal company and CEO from tire company, or their representatives.
- f. Do location shot of electronics lab.
- g. Do location shot of mathematics class.

2:30 P.M. -- Take shots of faculty meeting explaining model and assessment method.

3:15 P.M. -- Finish up miscellaneous taping and do location shots of Franklin County area and of West Frankfort.

This schedule is subject to change based upon the availability of personnel. However, we would like to minimize the set-ups and tear-downs if possible.

I will also need three persons to come to campus on that April 21 to make the presentation. Who they are is up to you, but I need to know soon, so that I can revise our taping schedule (i.e. if they will be live, I will not tape them.)

518 Stipes Hall • 309/298-2237 • Fax 309/298-2142 • BITNet: MECR007@ECNCDC

The live interactive teleconference is scheduled for April 21, 1992 at 6:30 - 8:00 P.M., broadcasting from the Western Illinois Campus studio in Memorial Hall. There will be three programs highlighted. They are:

Chem Waste Management/Waubonsee -- Batavia, IL

Hardin High School/Calhoun County -- Hardin, IL

West Frankfort High School/Rend Lake -- Benton, IL

If you have any questions concerning any of this information, please do not hesitate to contact me at (309) 298-1270. I will be looking forward to seeing you on April 1, 1992.

Sincerely,

Max E. Pierson
Research Associate

p.s. Betty, I find you a real joy to work with, so if we talked about something that isn't in this letter, do not assume it is out, just blame my faulty memory. If in doubt about anything, call!!

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

WEST FRANKFORT PARTICIPANTS FOR TELECONFERENCE, APRIL 21, 1992 WESTERN ILLINOIS UNIVERSITY

Pat Sipes
Instructor
Principal of Technology & Electronics
West Frankfort High School
112 W. Poplar
West Frankfort, Il 62896
(618) 932-3126

Chuck Smith
Counselor
West Frankfort High School
112 W. Poplar
West Frankfort, Il 62896
(618) 932-3126

(REPRESENTATIVE FOR THE CALL IN PERIOD)

Betty Musgrave
TECH PREP Director
c/o Barry Kohl, Regional Superintendent
202 West Main
Benton, Il 62812
(618) 438-9711

Serving: Franklin County Regional Delivery System, Rend Lake Area Regional Delivery System & Rend Lake College

WIU/ISBE Satellite Education Network
22 Horrabin Hall
Macomb, Illinois 61455
309/298-1804

Date: ____________________

RELEASE FORM

To Whom It May Concern:

You are about to record a program, or parts thereof, which I believe will be of educational and informational benefit to the public. I hereby irrevocable grant to you, your successors and assigns, the right to record my likeness and/or voice on video tape, to edit such tape at your discretion, to incorporate the same into a recorded program dealing with, and to use or authorize the use of such program or any portion thereof, in any manner or media at any time or times, throughout the world in perpetuity, and to use my name, likeness, voice and biographical and other information concerning me in connection therewith, including promotion in printed media.

Sincerely,

____________________ (Signature of parent or legal guardian if participant is a minor.)	____________________ (Signature)
	____________________ (Print Name)
	____________________ (Address)
	____________________ (Telephone)

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

March 20, 1992

Mr. Charles Morris
Training Manager
General Tire
P.O. Box 1029
Mt. Vernon, IL 62959

Dear Mr. Morris:

It was very good to talk with you this morning and bring you up to date on the status of our TECH PREP ***Industrial Tech*** Course of Study. I am enclosing a copy of our brochure that was finally finalized and printed in January of this year. Rend Lake College made changes in their curriculum offerings also.

TECH PREP is certainly an exciting grant to be directing. As I mentioned this morning, our TECH PREP grant is being highlighted by the Illinois Rural Affairs Council out of the Lieutenant Governor's Office. Western Illinois University has the grant to develop a video and live teleconference. Representatives from Western will be at West Frankfort High School for filming April 2. I am enclosing a copy of the letter with details of this day of filming. In the course of the initial interview, I related that General Tire only interviews persons with Associate Degrees for the Industrial Technician position. Mr. Pierson quickly added that he would like to interview a CEO from General Tire and include such a statement in the video.

We would like to invite you and/or a representative from General Tire to be included in this filming **12:30 P.M. April 2, at West Frankfort High School.** The film will be edited for the "live teleconference" broadcast April 21 to downlink sites in the ISBE-WIU Satellite Education Network, which is affiliated with the TI-IN United Star Network. Our contact person is Max Pierson, Educational Administration and Supervision, Horrabin Hall, WIU, Macomb, IL 61455, phone 309/298-1070.

More details about the local sites for viewing will be announced hopefully at the West Frankfort filming. We certainly have appreciated General Tire's involvement in the planning and development of the Industrial Tech Course of Study. Teachers and counselors learned a great deal last summer in our visit to your plant. I am still hearing from them how they have incorporated "real world" situations into their classrooms based on information received from their Business and Industry Tours.

Please advise if General Tire would accept this invitation to be a part of our video presentation.

Sincerely

Betty Musgrave

Betty Musgrave
TECH PREP Director

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4433
FAX (618) 435-2961

June 11, 1992

Mr. Charles Morris
Training Manager
General Tire
P.O. Box 1029
Mt. Vernon, IL 61959

Dear Mr. Morris:

On behalf of the EXECUTIVE Board for TECH PREP, I would like to express our appreciation to General Tire for allowing Mr. Wells to be a part of our video taping for the live television teleconference. It was an exciting time for all the TECH PREP students, instructors and administrators!

The recognition for our TECH PREP program was certainly well received and we all grew professionally because of it. I had hoped we would have a copy of the entire taping that was done at West Frankfort High School by now but we do not. As soon as we receive it and I can get copies made, I will send you one.

We also appreciate the support you and your company has shown by attending our meetings, allowing your Industrial experts to identify skills and essential employability skills necessary for an Industrial Technician. These skills have been included in our sequential Course of Study for training Industrial Technicians.

Thank you again for the assistance you have given us and we look forward to working with you in additional areas of support that General Tire may develop with TECH PREP. If I may be of assistance to you in explaining TECH PREP to your Company please call me at 438-9711.

Sincerely,

Betty Musgrave

Betty Musgrave
TECH PREP Director

cc: Mr. Wells

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

Pho
309 - 298 - 1076

April 7, 1992

Dr. Max Pierson
Assistant Professor
99 Horrabin Hall
Western Illinois University
Macomb, IL 61455

Dear Max:

It has indeed been a pleasure to work with you and your crew for the filming at West Frankfort High School last week. It certainly was a "high" day for everyone involved. Everything seemed to have gone very smoothly and I, too, was very pleased with the student interviews.

It is great having the opportunity to have our TECH PREP program highlighted in ILLINOIS. We are very proud of our accomplishments and we are looking forward to another year of implementing and planning new TECH PREP Programs.

We are excited about the teleconference on the 21st and anticipate another "high" experience. In a "low" time for education, it is so nice to be involved in an innovative exciting program such as TECH PREP!

We plan to drive up on Tuesday morning, check into the University Union and see you by 5:00 P.M. at Memorial Hall, Studio A, 4th floor. We will stay the night of the filming and return home Wednesday. Please advise if there are changes or preparations that should take place before the teleconference. Enclosed are the demographics and West Frankfort High School Report Card you requested. Thank you again for everything and please call if we may be of assistance to you.

Sincerely,

Betty

Betty Musgrave

Enclosures

+ School
Dist
Report
Card

DEMO INFO

1. COUNTY POP. 40319

2. COUNTY SEAT Benton

3. SCHOOL DISTRICT SQ. MI. 56

4. SCHOOL ENROLLMENT (H.S.) 614

5. EAV/PUPIL 21,791 6. EXP/PUPIL 4,000.00

wiu
WESTERN ILLINOIS UNIVERSITY
Macomb, Illinois 61455

COLLEGE OF EDUCATION
Educational Administration
and Supervision

April 14, 1992

Mrs. Betty Musgrave, Director
Franklin County Regional Office
202 West Main St.
Benton, IL 62812

Dear Betty,

The purpose of this letter is to outline the activities for April 21, 1992. The schedule will be as follows:

5:00 P.M. -- All participants in the teleconference are to be at Studio A, 4th floor, Memorial Hall, Western Illinois University, Macomb, IL.

5:00 - 5:30 P.M. -- Participants will be given a familiarization tour of the facility, and of the control room. At they time, they will meet the production staff.

5:30 - 6:15 P.M. -- Participant groups will meet with me, and we will review the questions that they will be asked. At that time, I will reemphasize the points that you need to make in your presentations.

6:15 - 6:30 P.M. -- Studio will be readied and last minute needs will be addressed.

6:30 - 8:00 P.M. -- Teleconference will take place. The schedule will be:

6:30 - 6:32 -- Introduction and brief remarks by Dr. Pierson.
6:32 - 6:35 -- Brief tape introducing TECH PREP concept.
6:35 - 6:38 -- Lead in to format of tonight's teleconference.
6:38 - 6:43 -- Hardin High School Tape.
6:43 - 6:58 -- Interview of three (3) participants from Hardin.
6:58 - 7:03 -- West Frankfort High School Tape.
7:03 - 7:18 -- Interview of three (3) participants from West Frankfort.
7:18 - 7:23 -- Chemical Waste Management Inc. Tape.
7:23 - 7:38 -- Interview of three (3) participants from Chem Waste Management Inc.
7:38 - 7:40 -- Promo tape on Principles of Technology
7:40 - 8:00 -- Questions from the audience.

99 Horrabin Hall • 309/298-1070

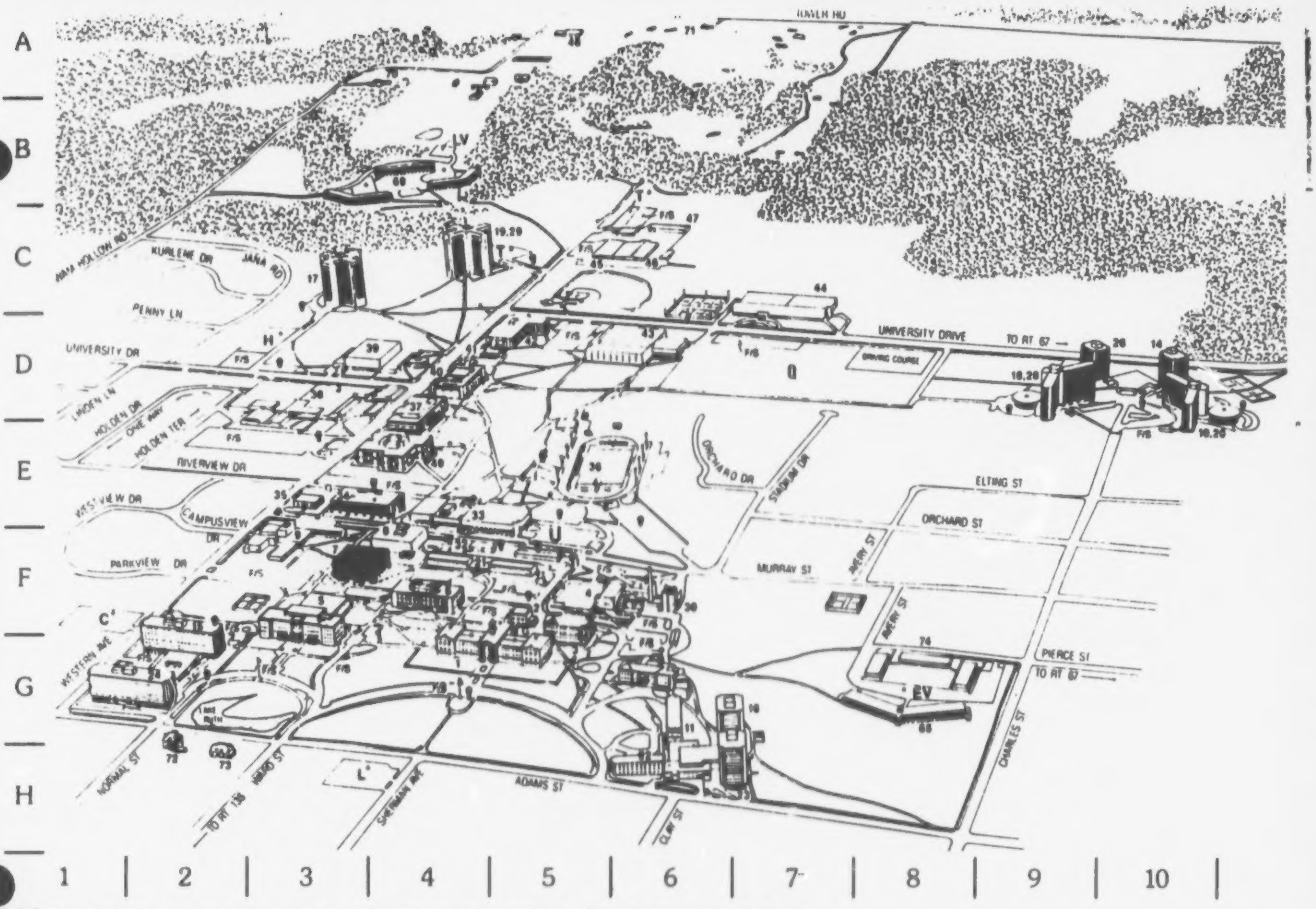
What I need from you at this time are the names (spelling correct please) of the participants, and the name of the representative for the call in period. I need this information no later than Friday, April 17, 1992. We have to do the graphics roll at least 24 hours prior to the broadcast.

I have also included a map of the university, with Memorial Hall highlighted.
If you are staying the night, I would recommend the University Union. You may make reservations by calling (309) 298-1941.

If you have any questions, please call me at (309) 298-1070 or (309) 833-4138.
I will be looking forward to seeing you Tuesday, April 21, 1992.

Sincerely,

Max E. Pierson



WESTERN ILLINOIS UNIVERSITY CAMPUS MAP

ADMINISTRATIVE OFFICES

Administrative Computing	212 Sherman Hall
Admissions and Records	115 Sherman Hall
Advising Center, University	Memorial Hall
Affirmative Action	205 Sherman Hall
Afro-American Studies	500 Currens Hall
Alumni Affairs	Alumni House
Athletics, Men's	103 Western Hall
Athletics, Women's	234 Western Hall
Business Affairs Vice President	214 Sherman Hall
Casa Latina	Auxiliary Enterprises
Cashier	100 Sherman Hall
College of Applied Sciences	216 Knoblauch Hall
College of Arts and Sciences	114 Morgan Hall
College of Business	106 Stipes Hall
College of Education	76A Horrabin Hall
College of Fine Arts	115A Browne Hall
College of Health, Physical Education, and Recreation	234 Western Hall
Counseling Center	Memorial Hall
Enrollment Management	208 Sherman Hall
Extension	5 Horrabin Hall
Facilities Planning	Grigsby Physical Plant
Faculty Development	216 Memorial Hall
Financial Aid	127 Sherman Hall
Gerontology Program	216 Sallee Hall
Health Center	Beu
Honors Program	519 Library
Housing (Student Residential Programs)	Seal Hall
Institutional Research and Planning	312 Sherman Hall
International Programs	Memorial Hall
Minority Student Affairs	315 Sherman Hall
Non-Traditional Programs	5 Horrabin Hall
Office of Academic Services	241 Memorial Hall
Orientation	317 Sherman Hall
Parking Services	Mowbray Hall
Personnel Office	105 Sherman Hall
Placement and Occupational Information	116 Sherman Hall
President	209 Sherman Hall
Provost and Academic Vice President	211 Sherman Hall
Public Affairs and Development Vice President	303 Sherman Hall
Publications	300 Sherman Hall
Radio Information Service	Memorial Hall
egistrar	110 Sherman Hall
esearch Office	320 Sherman Hall
hool of Continuing Education	5 Horrabin Hall
hool of Graduate Studies	321 Sherman Hall
Student Advocate	University Union
Student Affairs Vice President	203 Sherman Hall
Student Government Association	University Union
Student Personnel Services	200 Sherman Hall
Television Services	Memorial Hall
University Libraries	374 Library
University Relations (News Services)	302 Sherman Hall
Women's Center	202 Sallee Hall

ACADEMIC DEPARTMENTS

Accountancy	418 Stipes Hall
Agriculture	405 Knoblauch Hall
Art	32A Garwood Hall
Biological Sciences	372 Waggoner Hall
Chemistry	214 Currens Hall
Communication Arts and Sciences	300 Memorial Hall
Computer Science	447 Stipes Hall
Counselor Education and College Student Personnel	74 Horrabin Hall
Economics	442 Stipes Hall
Educational Administration and Supervision	99 Horrabin Hall
Educational Foundation	80 Horrabin Hall
Elementary Education and Reading	58 Horrabin Hall
English and Journalism	124 Simpkins Hall
Foreign Languages and Literatures	332 Morgan Hall
Geography	312 Tillman Hall
Geology	115 Tillman Hall
Health Sciences	402 Stipes Hall
History	438 Morgan Hall
Home Economics	204 Knoblauch Hall
Industrial Education and Technology	215 Knoblauch Hall
Law Enforcement Administration	403 Stipes Hall
Learning Resources	39 Horrabin Hall
Management	414 Stipes Hall
Management Information Resources	431 Stipes Hall
Marketing, Finance, and Transportation	430 Stipes Hall
Mathematics	476 Morgan Hall
Military Science	005 Simpkins Hall
Music	122 Browne Hall
Philosophy and Religious Studies	456 Morgan Hall
Physical Education	214 Brophy Hall
Physics	212 Currens Hall
Political Science	420 Morgan Hall
Psychology	100 Waggoner Hall
Recreation and Park Administration	400 Currens Hall
Sociology and Anthropology	402 Morgan Hall
Special Education	25 Horrabin Hall
Theatre	103 Browne Hall

ACADEMIC BUILDINGS

No	*Name*	*Location*
48	Agricultural Livestock Pavilion	A5
44	Brophy Hall – Physical Education	C7
9	Browne Hall – Music and Theatre	F3
39	Currens Hall – Physical Sciences, Recreation	D4
3	Garwood Hall – Art	G5
41	Greenhouse	D4
36	Hanson Field	E5
38	Horrabin Hall – Education, Continuing Education	D3
34	Knoblauch Hall – Applied Sciences	E3
7	[redacted] Advising Center, Counseling, International Programs, CA&S, Faculty Development, Broadcast Services	F3
40	Morgan Hall – Arts and Sciences	D4
8	Sallee Hall – Women's Center, Broadcasting	F4
5	Simpkins Hall – Military Science, English	F3
75	Stipes Hall – Business, Health Sciences, LEA	D4

NON-ACADEMIC BUILDINGS

No.	*Name*	*Location*
73	Alumni House	H2
32	Auxiliary Enterprises – Casa Latina, Credit Union, Mail Room	F4
35	Beu Health Center	E3
72	Brooks Cultural Center	H2
71	O. L. Champion Golf Course	A6
47	Commissary	C6
46	Garage	C6
30	Heating Plant	F6
4	Heating Plant Annex – Art	F5
31	Mowbray Hall – Public Safety	F5
24	Olson Hall – Conference Center	G1
45	James M. Grigsby Physical Plant Facility	C5
70	President's Home	A4
21	Seal Hall – Student Residential Programs	F4
1	Sherman Hall – Central Administration	G4
2	University Art Gallery	F5
33	University Union	E4

RESIDENCE HALLS

No.	*Name*	*Location*
14	Bayliss Hall – women	D10
11	Bennett Hall – men	G6
15	Corbin Hall – women	F2
26	Henninger Hall – men	D10
17	Higgins Hall – co-ed, upper class	C3
22	Hursh Hall	H6
23	Lincoln Hall – men	H7
18,28	Tanner Hall – co-ed, upper class singles	D9
19,29	Thompson Hall – men/women	C4
16	Washington Hall – women	G7
10,20	Wetzel Hall – men/women	D10

MARRIED STUDENT HOUSING

65	East Village	G8
69	Lamoine Village	B4
74	University Village	G8

VISITORS' PARKING

Visitors are responsible for paying meters or obtaining a free guest permit at Parking Services, Mowbray Hall (31) for regular parking spaces. Letters indicate reserved parking lots for registered cars only

🅿 Metered parking

✱ Special permits only

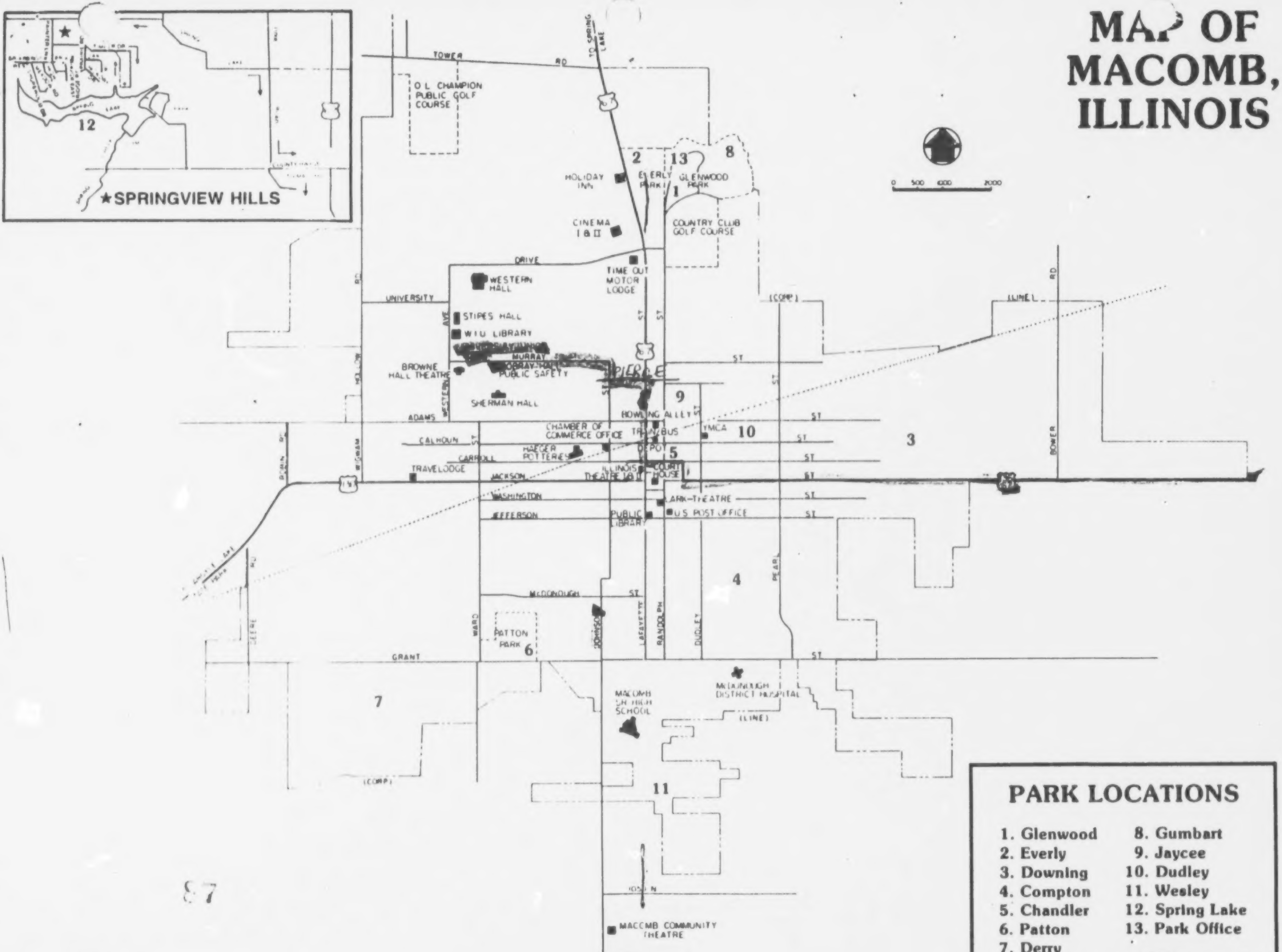
PARKING KEY

Q – "Q" Permits – Student Parking
F/S – Faculty/Staff Parking Only
G – "G" Permits Only

LV, EV – Graduate & Family Housing Parking Special Permits Only

BEST COPY AVAILABLE

MAP OF MACOMB, ILLINOIS


★SPRINGVIEW HILLS
12
TOWER RD
TO SPRING LAKE
O L CHAMPION PUBLIC GOLF COURSE
HOLIDAY INN
2
EVERLY PARK
13
GLENWOOD PARK
8
1
CINEMA I & II
COUNTRY CLUB GOLF COURSE
DRIVE
TIME OUT MOTOR LODGE
WESTERN HALL
UNIVERSITY
STIPES HALL
W I U LIBRARY
MURRAY
BROWNE HALL THEATRE
MORRAY HALL PUBLIC SAFETY
SHERMAN HALL
PIERCE
9
ADAMS
BOWLING ALLEY
CHAMBER OF COMMERCE OFFICE
TRAIN BUS
YMCA
10
3
CALHOUN
HAEGER POTTERIES
DEPOT
5
CARROLL
TRAVELODGE
ILLINOIS THEATRE I & II
COURT HOUSE
JACKSON
WASHINGTON
LARK THEATRE
JEFFERSON
PUBLIC LIBRARY
U S POST OFFICE
WIGWAM
WESTERN AVE
PEARL
BOWER RD
(CORP)
(LINE)
4
MCDONOUGH ST
WARD
PATTON PARK
6
JOHNSON
LAFAYETTE
RANDOLPH
DUDLEY
GRANT ST
7
MACOMB SR HIGH SCHOOL
MCDONOUGH DISTRICT HOSPITAL
(LINE)
(CORP)
11
JOHN
MACOMB COMMUNITY THEATRE
0 500 1000 2000

PARK LOCATIONS

1. Glenwood
2. Everly
3. Downing
4. Compton
5. Chandler
6. Patton
7. Derry
8. Gumbart
9. Jaycee
10. Dudley
11. Wesley
12. Spring Lake
13. Park Office

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

April 29. 1992

Mr. Bob Kustra
Lieutenant Governor
214 State House
Springfield, IL 62706

Dear Lieutenant Governor Kustra:

On behalf of all our TECH PREP participating schools within Franklin County Regional Delivery System, Rend Lake Area Regional Delivery System and Rend Lake College, we wish to thank you and the Illinois Rural Affairs Council for sponsoring the highlighting of exemplary TECH PREP programs in Illinois.

It was certainly an "all time high" for myself as TECH PREP Director; Barry Kohl, Franklin Co. Reg. Supt.; West Frankfort High School administrators, instructors and students to be recipient of this honor!

If you plan to be in Southern Illinois (especially before West Frankfort High School Seniors leave on May 15) we would like to extend an invitation to you to stop by our Regional Offices at 202 West Main, Benton, IL. Then we would like to accompany you to West Frankfort High School to personnally meet the TECH PREP instructors, administrators and students that were highlighted in your live teleconference and video clips. I think you would enjoy seeing the students demonstrate what they have learned in these TECH PREP classes.

Thank you again for a memorable experience and for the videos that will certainly become a valuable tool for marketing TECH PREP. If we may make any arrangements for you to accept this invitation, please call (618) 438-9711 for Betty Musgrave, TECH PREP Director.

Sincerely,

Betty Musgrave

Betty Musgrave
TECH PREP Director
c/o Barry Kohl, Reg. Supt.
for Franklin County
202 West Main
Benton, IL 62812
(618)438-9711

Enclosure: TECH PREP Course of Study

wiu
WESTERN ILLINOIS UNIVERSITY
Macomb, Illinois 61455

UNIVERSITY UNION GUEST ROOMS
AND LOBBY SHOP

We have received your request for overnight accommodations in our University Union Guest Room facility.

We are pleased to welcome you as a guest and hope your stay will be pleasant, informative and most enjoyable.

Please bring the enclosed reservation card and parking permit with you to avoid any delay at the time of your arrival.

The University Union building closes at 12 midnight Sunday through Thursday and 1 A. M. on Friday and Saturday. Late arrivals for the Guest Rooms may gain admittance by ringing a buzzer on the North entrance of the building. Should there be any problems with this, please go to the Office of Public Safety (Mowbray Hall) located South of the Union on Murray Street.

Telephone service is also curtailed for the above closing hours.
For any emergency please call Office of Public Safety (309-298-1949).

PLEASE NOTE: ROOMS WILL BE HELD ONLY UNTIL 6:00 P.M. UNLESS THE ROOM IS GUARANTEED OR PREPAID.

If we can be of any further assistance, please do not hesitate to call us.

Thank you.
Sincerely,

Guest Room Supervisor
University Union
Western Illinois University
Macomb, Illinois 61455

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

TO: District Superintendents

FROM: Betty Musgrave, TECH PREP Director

DATE: May 5, 1992

SUBJECT: TECH PREP "Highlights"

Last week at the Franklin County Regional Delivery System Board of Control meeting, a copy of the enclosed video was distributed to the attending Superintendents. To bring you up to date on what has been happening with TECH PREP, on April 21, our TECH PREP grant was highlighted by the Lieutenant Govenor Kustra's ***Illinois Rural Affairs Council*** by inviting three representatives to be on a live interactive program on TI-IN Channel 44.

West Frankfort High School was selected to be the site for filming. A few weeks ago Max Pierson and camera crew from Western Illinois University spent a half day filming Pat Sipes' Principles of Technology and Electronics classes, interviewing students, instructors and administrators. They also filmed Marla Harp and myself presenting to West Frankfort High School instructors the TECH PREP mini grant for Collaboration of the State Goals for Learning and assessments, Local Objectives and assessments with the Applied Academics curricula. We also presented the schematic of the Identification of a potential TECH PREP student and how Applied Academics may fit into the School Improvement Plan.

What you are receiving at this time, is a copy of the live satellite teleconference video. The tape features three TECH PREP programs in Illinois; with West Frankfort being the second on the film. Please make this video available to your staff and students. Some time in June we expect to receive the other two videos that we will be sharing with all schools to utilize for promoting and for staff development about TECH PREP.

Also, at this past Board of Control meeting we briefly discussed FY '92-93 TECH PREP continuation grant. We will begin the writing next week for the TECH PREP continuation grant. We will need a committment from your school if you plan to be a TECH PREP site for next year. Those implementation programs will be the Course of Study for the Business Manager and the Engineer Technician. I will be contacting each school in the very near future to discuss TECH PREP for next year.

WIU/ISBE Satellite Education Network
22 Horrabin Hall
Macomb, Illinois 61455
309/298-1804

Date: 4-2-92

RELEASE FORM

To Whom It May Concern:

You are about to record a program, or parts thereof, which I believe will be of educational and informational benefit to the public. I hereby irrevocable grant to you, your successors and assigns, the right to record my likeness and/or voice on video tape, to edit such tape at your discretion, to incorporate the same into a recorded program dealing with, and to use or authorize the use of such program or any portion thereof, in any manner or media at any time or times, throughout the world in perpetuity, and to use my name, likeness, voice and biographical and other information concerning me in connection therewith, including promotion in printed media.

Sincerely,

Cathy Avery
(Signature of parent or legal guardian if participant is a minor.)

Tina Avery
(Signature)

TINA AVERY
(Print Name)

420 South Douglas West Frankfort
(Address)

(Telephone)

wiu Western Illinois University
BOARD OF GOVERNORS UNIVERSITIES

ILLINOIS INSTITUTE FOR RURAL AFFAIRS
518 Stipes Hall
Macomb, Illinois 61455-1369
309/298-2237
Fax 309/298-2142
Bitnet: mcer007@ecnuxa.bitnet

May 19, 1992

Mrs. Betty Musgrave, Tech Prep Director
c/o Barry Kohl, Regional Superintendent
202 West Main
Benton, IL 62812

Dear Betty,

I wanted to take a moment and send you a personal thank you for your participation in the teleconference **TECH PREP: PARTNERSHIPS FOR TOMORROW.** As you are well aware, successfully airing an event like this takes the participation and cooperation of a number of people. The story which was told for West Frankfort High School was due in large part to the hard work you performed to make sure that your program had a complete and thorough hearing. Students, staff members, administrators, board members, and parents should be proud of this story of achievement and continued program improvement.

Further, I would like to thank you personally for your assistance in the taping, the careful attention to detail, the quick response to my various requests for information and your willingness to appear personally on the teleconference to talk about Tech Prep. Your willingness to share your knowledge and feelings on a first hand basis made this a very important teleconference. I know that you have a busy schedule, so this effort was greatly appreciated.

I hope that we may work together in future endeavors, since it is always fun to work with a true professional.

Sincerely,

Max E. Pierson
Research Associate

✓cc: Barry Kohl

ILLINOIS TECH 2000

May 6, 1992

Recognition for

West Frankfort High School

Pat Sipes, Instructor
and
Principles of Technology and
Electronics Students

at the

Illinois State Capitol

West Frankfort High School
Principles of Technology
and Electronics Classes
were invited to be
participants and did
present at the
Illinois State Capital

TECH 2000

Committee

Dr. Robert Stevens - Chair
Superintendent,
Glenbard School District
Louise Bassett
Educational Service Center #12
Jessica Billings
Illinois Association of School Boards
Bernice Bloom
Director, ED-RED
Larry Lawlyes
Illinois Education Association
Marilyn McConachie
Chairman, ED-RED
Alan November
Technology Consultant
Glenbrook High Schools
Dr. Sharon Roberts
Illinois State Board of Education
ike Warner
lenbard School District
Illinois Computing Educators

Sponsors

Senator Phil Rock
Senator "Pate" Philip
Representative Michael Madigan
Representative Lee Daniels

Supporters

Amoco Foundation
Abbott Laboratories
Apple Computer
Caterpillar
Encyclopaedia Britannica
Fermi National Accelerator Lab
Golden Apple Foundation
GTE
Harris Bank
IBM
Illinois Association of School
Administrators
Illinois Bell
Illinois Chamber of Commerce
Illinois Business Rountable
nois School Public Relations
Association
Large Unit District Association
Motorola
South Cook Organization for
Public Education
USRobotics

April, 1992

To: People concerned about public education

From: The Steering Committee of Tech 2000: Students for the Information Age

As one who is concerned about public education, you want to see all children receive a high-quality education that will prepare them to live and work in the information age. Increasingly, educators are finding that technology plays an important role in achieving that goal.

On Wednesday, May 6, the Illinois State Capitol will be the site of a large-scale demonstration of technology at work in Illinois classrooms. Students and teachers from about 100 school districts will demonstrate for state lawmakers and business leaders how technology is helping them prepare for the workplace. The event is called Tech 2000: Students for the Information Age.

The steering committee would like to issue a special invitation to you to attend.

Demonstrations will be held from 10 a.m. until 2 p.m., with half the teams demonstrating in the morning and half in the afternoon. School systems of all sizes, from all parts of the state will be represented.

We hope that this demonstration will lead to the formation of a network of expertise and other resources that school districts can tap as they seek to bring technology into their classrooms.

Enclosed are a flyer and an article that will give you more information about Tech 2000: Students for the Information Age. The flyer also lists names and telephone numbers to contact if you have questions.

We hope to see you on May 6.

Students For The Information Age

TECH 2000 .... *Committee*

ED-RED
Illinois Education Association
Illinois Association of School Boards
Illinois Computing Educators
Educational Service Centers
Illinois State Board of Education
Apple Computer
IBM Corporation

TECH 2000 .... *Sponsors*

Senator Philip Rock
Senator "Pate" Philip
Representative Michael Madigan
Representative Lee Daniels

TECH 2000 .... *Supporters*

IBM
Motorola
Harris Bank
Apple Computer
Amoco Foundation
Golden Apple Foundation
Illinois Business Roundtable
Large Unit District Association
Fermi National Accelerator Laboratory
Illinois School Public Relations Association
South Cook Organization for Public Education
Illinois Association of School Administrators
Illinois Chamber of Commerce
Encyclopaedia Britannica
Abbott Laboratories
USRobotics
Illinois Bell
Caterpillar
GTE

TECH 2000:
Students for the Information Age

For More Information Contact:

Dr. Robert Stevens
Superintendent
Glenbard High Schools
708/469-9100

Dr. Sharon Roberts
Illinois State Board of Education
Office of Rural Education
618/242-1676

Bernice Bloom
Executive Director
ED-RED
708/692-8047

Marilyn McConachie
Chairman
ED-RED
708/498-9709

STUDENTS FOR THE INFORMATION AGE

May 6, 1992

Capitol Building
Springfield, Illinois

TECH 2000: STUDENTS FOR THE INFORMATION AGE

On May 6, 1992, students and teachers from 100 schools will meet at the State Capitol in Springfield to demonstrate technological skills needed for a productive, competitive Illinois workforce in the 21st century.

TECH 2000 students will represent all grade and ability levels, K - 12. They will show how technology is used in classrooms to learn every subject from art and arithmetic to physics and physical education. They will come from all over Illinois.

TECH 2000 will feature science students collaborating on real-world problems using real-world tools such as simulations and spreadsheets; home economics students studying nutrition with NASA databases; and math students using computers to model complex mathematical formulas. Student writers, desktop publishers, and historians will display skills they will use to meet the challenges of the Information Age.

TECH 2000 is sponsored by the leadership of the Illinois General Assembly. The state-wide steering committee represents the Illinois State Board of Education, teacher and school groups, businesses, and research facilities.

TECH 2000 will help legislators recognize the technological skills our Illinois workforce will need in order to be competitive and understand that technology can improve student achievement in many ways – from introductory concepts to problem-solving and critical thinking.

The **TECH 2000** committee anticipates that one outcome of the project will be the development of an Illinois instructional technology network dedicated to improving teaching and learning, supported by schools, businesses, and government. Business and higher education involvement will be critical to building that network of electronic and human resources.

ROLE OF TECH 2000 SUPPORTERS

- Attend **TECH 2000**
- Talk with legislators, business leaders, and educators about knowledge and skills for the 21st century.
- Form partnerships designed to improve the workforce - from shop floor to executive suite.
- Assist in future development of a network of electronic and human resources for school improvement through technology.
- Financial participation is not required. Some contributions or donated services are needed, such as:
  - ✦ Scholarship fund to cover transportation and housing for student technology teams from needy schools
  - ✦ Publication of teachers' guide to 1992 **TECH 2000** projects
  - ✦ Distribution of video documentary about **TECH 2000**

TECH 2000 WILL SHOWCASE TECHNOLOGY IN ILLINOIS SCHOOLS

If you venture into the State Capitol building on Wednesday, May 6, you'll find a microcosm of technology used in Illinois classrooms. Students from a hundred schools, along with their teachers, will be using computers as they do in their classrooms—and some of the ways they use them may surprise you.

This event is designed to show how Illinois schoolchildren are developing workplace skills for the twenty-first century.

You'll see students electronically creating artwork, writing stories, working out geometry problems and making music. You'll see students with handicaps using technology that helps them keep up with their classmates. You'll see how students communicate with people around the globe, turning the world into their classroom. The students and teachers will represent all grade levels, all subjects areas, and every corner of the state.

The event will be the kick-off of "Tech 2000: Students for the Information Age," a celebration of how Illinois schools are using technology to create powerful learning experiences for students.

The event is designed to show legislators and business people—as well as other visitors—how Illinois schoolchildren are developing workplace skills for the twenty-first century. The demonstration will showcase what Illinois schools already are doing, what resources can help them do more, and what constitutes a world class education for the twenty-first century.

Ultimately, the steering committee hopes, Tech 2000 will result in a statewide network of resources that schools can tap for advice and help as they introduce technology into their classrooms.

Technology is being used in innovative ways in classrooms throughout Illinois, said Marilyn McConachie, a member of the Northfield Twp. High School District 225 Board of Education, chairman of ED-RED, and a member of the Tech 2000 steering committee. But in many instances, it has happened because an individual teacher got excited and found ways to bring computers into the classroom. These people need an opportunity to network and share ideas, McConachie said. In addition to sharing technological expertise, educators need to share ideas about ways to fund new technology, such as through business-school partnerships. Many businesses are eager to contribute towards helping schools teach students the skills they will need to enter the workplace, she said.

Tech 2000 is modeled after a similar exposition in Massachusetts, that is now an annual event, which resulted in creation of a statewide grassroots network of those interested in technology in education and in an innovative grant program funded by $5 million in state-issued bonds. Even though the funding has dwindled in these difficult economic times, the event continues to keep educational technology on the agenda of lawmakers, business people and other stakeholders in public schools. Alan November, technology consultant to the Glenbrook High Schools and a member of the Tech 2000 committee, helped organize the Massachusetts project.

Tech 2000 is sponsored by legislative leaders Senator Philip Rock, Senator "Pate" Philip, Representative Michael Madigan and Representative Lee Daniels. The project was initiated by Ed-RED. The planning committee includes representatives of several education organizations, including IASB, and corporate supporters. ☐

University of Illinois

Dan Brown, 244-3700
Chris Roegge
Jim Leach

Illinois State Board of Education Project
Evaluation of TECH PREP Project Conference Call

at

Mt. Vernon High School Vocational Conference Room

Attended by:

Betty Musgrave, TECH PREP Director
Dr. Earl Jeffers, Rend Lake Area Reg. Del. Sy. Director
Jim Shifflett, Principal
Ron Wilson, Vocational Counselor
John Spaniol, Applied Math. Instructor
Jim Miller, Applied Communications

X. TECH PREP SITE VISITS

TECH PREP

West Frankfort High School
November 5, 1991

Agenda

Welcome and Introductions	Joe Wilkerson, System Director for Franklin Co. Reg. Del. Sy. Betty Musgrave, TECH PREP Director

DISCUSSIONS:

Education for Employment tie-in
TECH PREP Overview/ISBE Video
What we did last year with TECH PREP
Where we are going this year with TECH PREP
Applied Academic Collaborations handouts
New Advisory Names
Applied Academics sharing by TECH PREP Academic Teams
Cooperative Learning Lesson Plans
Questions and Answers

TECH PREP

TECH PREP ON-SITE MEETING

WEST FRANKFORT HIGH SCHOOL
NOVEMBER 5, 1991

Attendance Sheet

Name	Address	Teaching/Adm. Area
[illegible]	P.O. Box 413 W. Frankfort	Drafting, Wood
[illegible] Hruvatich	818 2[illegible] 4th St J. City	Business
Martha DeMatteo	Rt 4 Box 549, West Frankfort	Math/Science
hard D. Strubel	407 Washington St Christopher, Ill 62822	Math
[illegible]	1302 [illegible] St Marion, IL 62959	Guidance
Pat Sipe	608 S. JACKSON W.F.	P.T, IL PLAN, ELECTRONICS
[illegible]	78 [illegible] Cr W.F.	Science

BEST COPY AVAILABLE

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

TECH PREP

COLLABORATION OF STATE GOALS FOR LEARNING, LOCAL OBJECTIVES AND ASSESSMENTS MEETING

DATE: March 31, 1992
Location: Zeigler/Royalton High School

ATTENDANCE SHEET

Stuart L. Parks	Principles of Technology
BUD WIELAND	DR. ED.
Ray Weiser	Guidance
Marie Campanella	Resource Teacher
Sharon Eisenhauer	Math
Betty Mitchell	Business / Comp. Word Pro. etc.
Linda Emery	Home Ec, Cons-Ed, Child Care Resource Mgmt, Living Environment
Susanne Hill	Math
Jerry L. Baldwin	Business
George Connor	Supt. & Prin.

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

TECH PREP

HALF-DAY INSTITUTE DAY

LOCATION: Thompsonville High School

DATE: January 17, 1992

12:30 P.M. - 3:30 P.M.

PRESENTATION: TECH PREP OVERVIEW

What is TECH PREP?
What is a TECH PREP site?
What is Applied Academics?

By: Betty Musgrave, TECH PREP Director

ATTENDANCE RECORD

Gaye Bladis	Business
Rhonda Cockrum	Chapter I
G.W. Groves	Industrial Arts
Terry Moore	P.E., Applied Math, Health
Leanne Ward	English
Stephanie Ziegler	Special Ed.
Charles Womack	Algebra I, II, Geometry, Chemistry
Neal Clem	History, Biology

XI. APPLIED ACADEMICS PILOT PROJECTS

Illinois State University
Industrial Technology Department 5100
College of Applied Science and Technolog
Normal, Illinois 61761-6901

Illinois State University
College of Applied Science and Technology
Department of Industrial Technology 5100

&@&

&full-name&
&title/O&
&company/O&
&addr1/O&
&addr2/O&
&city&, &state& &zip&

Dear &Mr-Ms& &last&:

As Co-Director of the Connections Project, I would like to take this opportunity to communicate our sincerest appreciation for your willingness to pilot test new Applied Curriculum materials and Applied Academics Curriculum materials in your school. It is through this risk taking and experimentation that we can identify more effective means to teaching basic academic skills in vocational courses and improving the teaching methodology used in academic courses.

There are two important items I would like to discuss in this letter; first, support for your activities and a visitation to your site to discuss pilot site activities. Our project funding allows us to provide you with all curriculum materials needed to complete your piloting testing. Also the project will provide $500.00 in support monies for equipment and consumable materials that you may need in completing your piloting testing. The means by which you may utilize this money is on a reimbursement basis. I know that some of these materials require expensive equipment and/or resource materials to be tested effectively. It may be necessary for your district to assist with the support for this pilot testing. In return for the shared support for this effort, your school should not only have all the necessary ingredients for a viable program, but have personnel resources which are in a leadership position for implementing new curriculum.

In terms of completing a pilot site visit to your school to discuss the implementation of these materials, I am tentatively setting aside time after the 12th of December to make a visit to your school at your convenience. Due to the university schedule and my teaching assignments, I will be available any day between December 13th and December 23rd to come and visit with you at your site. At this time, staff at the Department of Adult, Vocational, and Technical Education and I are discussing information needs in relation to data collection concerning

Normal-Bloomington, Illinois
Phone: 309/438-3661
FAX: 309/438-5037

Turner 211
Normal, Illinois 61761-6901

Equal Opportunity/Affirmative Action University

student and teacher use and performance with these new materials. Please mail me a note concerning what day would be most appropriate for you. I have enclosed a postage paid envelope for your use. I will communicate by phone with you to confirm a specific date and time.

Again, thank you for your willingness to be part of this pilot testing. It is through this type of effort that change can take place in an efficient and effective manner.

Sincerely yours,

Dr. Thomas Haynes
Co-Director
Connections Project

TH:sd

copy: Betty Musgrave

Enclosure

Applied
Mathematics

November 7, 1991

Dear Field Test Teacher:

Greetings from the *Applied Mathematics II* staff at CORD! You should be well underway with the curriculum now. Hopefully you haven't outpaced us! Enclosed you will find:

- Posttest questions for Unit 16, 17, & 18, and answer key;
- Sealed package of Pretest questions for Units 19, 20, & 21, and related materials; and
- Teacher's Guides for Units 23, 24, and 25.

Please read the ***Instructions/Checklist*** carefully with regard to the handling of the materials. Briefly, you will:

- Administer the *Posttest for Units 16, 17, 18*;
- Mail the Scantrons back to CORD in the postage-paid envelope; and
- Open the sealed package and pretest your students for units 19, 20, and 21.

We're already working on the next batch of tests. With the next mailing you'll be receiving the student texts for Units 23, 24, and 25. The enclosed Teacher's Guides should help you begin planning for the upcoming algebra units. Notice the lab equipment required for each of these units. For each unit there exists at least one relatively inexpensive lab, and, in addition, most labs involve equipment that you should already have on hand.

We'd also like to point out the value of the graphing calculator, such as the *TI-81* or *Casio fx-7700g*. Since this type of calculator didn't exist when we developed Units A through 22, you'll not find them referenced in those units. However, the new units *do* acknowledge this type of calculator. If you can secure even *one* graphing calculator for your classroom, you and your students will benefit greatly. You'll use them, not only in the new units, but also in the units you're teaching now.

Again, let us tell you how much we value your help and involvement. You and your students are most important to us. We appreciate the extra time and energy you spend to conduct this field test, and are eager to begin receiving your results. Please don't hesitate to call us at 1-800-231-3015, if you have any questions. We've installed a new voice mail system, so even if you call after hours, you can leave a message for either Rita (ext. 231) or John (ext. 223).

The CORD *Applied Mathematics* Staff

Applied Mathematics is a development project of a consortium of state educational agencies, whose financial and human resources ensured the project's success, in cooperation with CORD

Center for Occupational Research and Development (CORD)
601 Lake Air Drive, Suite C, Waco, Texas 76710
Tel. 817-772-8756 • 800-231-3015
FAX 817-772-8972

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

TO: Dr. Tom Haynes, Illinois State University

FROM: Betty Musgrave, TECH PREP Director

DATE: June 18, 1992

SUBJECT: "Applied Biology/Chemistry Pilot Site: Benton High School, with Sue Woodfin

Enclosed are the invoices from Sue Woodfin, for reimbursement to West Frankfort High School. These are claims against the $500.00 promised to Benton High School for being a pilot site.

It is certainly a pleasure to see Sue really turned on to the Applied Biology/Chemistry. She is doing a great job! I am extremely proud of Sue's accomplishments with the Applied Academics. We need many more like her. She did a great job yesterday at our Applied Biology/Chemistry Applied Academics Workshop at Rend Lake College. Out of the entire group, seventeen indicated that they would like to have another Applied Biology/Chemistry Workshop before school begins in August.

This has been an extremely busy time and my own TECH PREP work is stacked up but the success of this Applied Academic Workshop has made it all worth the work. I also enjoyed your Connections last week in Springfield.

Enclosed is a copy of the letter and invoices from Sue. If you have questions, please call: 438-9711. It is my understanding that you are to reimburse Benton High School the $500 for their being a pilot site and $240.82 for resourse materials she used at Connections in Springfield and the Applied Academics Workshop at Rend Lake College will reimburse Benton High School $240.82.

Thanks Tom, it is always a pleasure working with you and hope to continue with other projects next year.

XII. ILLINOIS OCCUPATIONAL INFORMATION COORDINATING COMMITTEE TECH PREP PROJECT

Illinois Occupational
Information Coordinating
Committee

IOICC/Tech Prep Project

The Illinois Occupational Information Coordinating Committee (IOICC) Tech Prep project will be conducted in six Tech Prep regions. The purpose of the project is twofold; to pilot a junior high career system and to develop labor market information to assist counselors in promoting Tech Prep to students and parents. The following activities will be conducted within each Tech Prep region:

Junior High Career System Pilot Activities:

- One junior high school will be selected to use a computerized career system (HORIZONS Jr.) with students before plannning high school courses. If possible, the school selected for the pilot will feed into a high school that serves more than one junior high. This will allow for a control group for use in evaluating the system. *(Prefer to pilot after January 1, 1992.)*

- Evaluation of the junior high career program will include:
    - Student evaluation *(ease of use, easy to understand, helpful, did they like, etc.)*
    - Counselor or teacher administering the program *(easy to explain and use with students, supplemental materials that would help, etc.)*
    - High school counselor working with students in scheduling courses *(were students exposed to career system more aware of careers, better prepared for high school, knowledgeable of Tech Prep, etc.)*.

- Based on the above evaluations, the HORIZONS Jr. career system will be modified and provided to the junior high for future use.

Labor Market Information Activities:

- Identify Tech Prep occupations for which training is being offered.
- Develop Tech Prep Occupational Profiles to include:
    - Wages
    - Outlook
        - Demand
        - Supply
        - Growth
    - Industries Employing Occupations *(will also explore the feasibility of including local employers)*
    - Occupational Descriptions
    - Career Ladder Information.

- Before developing the labor market information for each region the IOICC would like to meet with the appropriate staff to determine the type of information needed to assist the counselors in working with students, both in counseling and recruitment. *(This meeting should be ASAP.)*

- Customized training workshop to be conducted in January or February for counselors in the use of labor market information
    - Overview of local labor market
    - Familiarize with sources of labor market information
    - Provide training on information developed for Tech Prep region.

- Counselor evaluation of materials developed and training provided.

Illinois Occupational Information Coordinating Committee

217 East Monroe, Suite 203
Springfield, Illinois 62706
217/785-0789
FAX 217/785-6184

Board of Governors of State Colleges and Universities (represented by Eastern Illinois University)
Stanley Rives
President

Illinois Board of Higher Education
Richard Wagner
Executive Director

Illinois Community College Board
Cary Israel
Executive Director

Illinois Council on Vocational Education
Peter Johnson
Executive Director

Illinois Department of Commerce and Community Affairs
Grayson
Director

Illinois Department of Employment Security
Loleta Didrickson
Director

Illinois Department of Labor
Shinae Chun
Director

Illinois Department of Rehabilitation Services
Audrey McCrimon
Director

Illinois Job Training Coordinating Council
Barry MacLean
President
MacLean - Fogg Company

Illinois State Board of Education
J. Robert Leininger
State Superintendent of Education

Illinois Department of Public Aid
Phillip Bradley
Director

[illegible] Reynolds, Chairman
[illegible] Staggs, Executive Director

October 1, 1991

Betty Musgrave
Tech Prep Project Director
Franklin County Regional Delivery System
202 West Main Street
Benton, Illinois 62812

Dear Betty:

Thank you for participating in the Illinois Occupational Information Coordinating Committee (IOICC) Tech Prep project this year. Enclosed is a brief outline of the project activities. We are available to meet with you when it is convenient to begin developing the labor market information for your region.

Please contact me at 217/785-0789 if you have any questions. We look forward to working with you and your staff in the coming months.

Sincerely,

Debbie Paul

Deborah Paul
Marketing Manager

Enclosure

BEST COPY AVAILABLE

School Name Franklin County Regional
Grade(s) Delivery System: Tech Pre
Project-8th grades

HORIZONS Jr. Pilot Project

Counselor/Instructor Questionnaire

1. Approximately how many of your students used HORIZONS Jr.?

Total # of students 260

2. What were the grade levels of the students involved? Eighth Grade

3. How did you administer the system? (*check all that apply*)

X a. As part of a class or group activity (*Specify type of class*) Homeroom classes

____ b. On an individual basis

X c. With Special Populations (*Specify*): Individualized

____ d. Other (*Specify*):

4. Based on their overall reactions, how do you think your students rated their satisfaction with HORIZONS Jr.?

	Very Satisfied		Very Dissatisfied		Not Applicable
Ease of use.	[✓ 4]	3	2	1	0
Enjoyable to use.	[✓ 4]	3	2	1	0
Results were on target.	4	[✓ 3]	2	1	0
Information on interest clusters.	4	[✓ 3]	2	1	0
Appropriate reading level.	[✓ 4]	3	2	1	0
HORIZONS *Occupations Book* for further exploration.	[✓ 4]	3	2	1	0
Helpful in planning school subjects.	4	[✓ 3]	2	1	0

Comments: See attached report

5. Did you use any of the Career Infusion Activities that were provided?

____ a. yes   x b. no (*skip to #7*)

(Over)

6. If so, which and what was the result?

____

____

7. Did the use of HORIZONS Jr. increase the students interest and awareness of careers and the world of work?

__X__ a. yes　　______ b. no

8. Did you try out HORIZONS Jr. yourself?

__X__ a. yes　　______ b. no *(skip to #10)*

9. If so, did you find it easy to use and understand?

__X__ a. yes　　______ b. no

Comments: ________________________________

10. What type of microcomputer did you use for the pilot project:

__X__ Apple II　　__x__ IBM or Compatible

______ IBM (Networked Lab)

11. What type of microcomputers would you prefer HORIZONS to operate on in the future?

_X_ IBM or Compatible (Floppy drive)

_X_ IBM or Compatible (Hard drive)

_X_ IBM (Networked Lab)

_X_ Apple IIE

_X_ Macintosh (Floppy drive)

_X_ Macintosh (Hard drive)

_X_ Macintosh (Networked Lab)

Comments: All of the schools in our system have different types of computer systems. It would be ideal to be able to accommodate all needs.

12. What recommendations do you have for improving HORIZONS Jr.?

See attached report.

____

13. Overall, how do you rate the program?

Excellent	Good	Fair	Poor
[✓ 4]	3	2	1

Thank you so much for your input!

**Illinois Occupational
Information Coordinating
Committee**

IOICC/Tech Prep Project

The Illinois Occupational Information Coordinating Committee (IOICC) Tech Prep project will be conducted in six Tech Prep regions. The purpose of the project is twofold; to pilot a junior high career system and to develop labor market information to assist counselors in promoting Tech Prep to students and parents. The following activities will be conducted within each Tech Prep region:

Junior High Career System Pilot Activities:

- One junior high school will be selected to use a computerized career system (HORIZONS Jr.) with students before plannning high school courses. If possible, the school selected for the pilot will feed into a high school that serves more than one junior high. This will allow for a control group for use in evaluating the system. *(Prefer to pilot after January 1, 1992.)*
- Evaluation of the junior high career program will include:
  - Student evaluation *(ease of use, easy to understand, helpful, did they like, etc.)*
  - Counselor or teacher administering the program *(easy to explain and use with students, supplemental materials that would help, etc.)*
  - High school counselor working with students in scheduling courses *(were students exposed to career system more aware of careers, better prepared for high school, knowledgeable of Tech Prep, etc.).*
- Based on the above evaluations, the HORIZONS Jr. career system will be modified and provided to the junior high for future use.

Labor Market Information Activities:

- Identify Tech Prep occupations for which training is being offered.
- Develop Tech Prep Occupational Profiles to include:
  - Wages
  - Outlook
    - Demand
    - Supply
    - Growth
  - Industries Employing Occupations *(will also explore the feasibility of including local employers)*
  - Occupational Descriptions
  - Career Ladder Information.
- Before developing the labor market information for each region the IOICC would like to meet with the appropriate staff to determine the type of information needed to assist the counselors in working with students, both in counseling and recruitment. *(This meeting should be ASAP.)*
- Customized training workshop to be conducted in January or February for counselors in the use of labor market information
  - Overview of local labor market
  - Familiarize with sources of labor market information
  - Provide training on information developed for Tech Prep region.
- Counselor evaluation of materials developed and training provided.

HORIZONS Jr. - Career Compass

During an individual's lifetime a series of career related decisions will be made, some being critical in determining the individual's lifestyle. A variable to be considered in this career decision making process is the individual's interests. An interest inventory such as Career Compass provides one way of obtaining an overview of the individual's interest pattern.

Career Compass is based on the *Guide for Occupational Exploration* developed by the United States Employment Service (USES). The USES has a long history of test research and development including the General Aptitude Test Battery (GATB). Interest areas in the *Guide for Occupational Exploration* correspond to interest factors which were identified from the research and development activities in interest measurement conducted by the USES.

A bridge between identified individual interest areas and descriptions of interest areas is provided by Career Compass. Through a microcomputer delivery system an individual can identify an interest pattern for fourteen interest clusters and then obtain specific career information on the top three interest clusters.

To obtain the hierarchy of interest clusters the individual responds to 70 work related activities on a scale of 0 (dislike) to 3 (like very much). Each interest cluster has five work related activities. The ranking is based on how the individual responds to the five statements related to each interest cluster.

After answering the questions on the microcomputer the printer will provide the Career Compass printout for immediate feedback. The following fourteen interest clusters will be ranked from high to low and a brief definition for each will be provided.

- Artistic
- Scientific
- Nature
- Protective
- Mechanical - Operator
- Mechanical-Technical
- Industrial
- Business Detail
- Sales
- Accommodating
- Humanitarian
- Social Leadership
- Business Leadership
- Physical Performing

The second phase of Career Compass is related career information. After identifying individual interest clusters the microcomputer delivery system provides additional descriptive information for the top three. Included is a more detailed description of the interest clusters, major work groups within each cluster, and sample occupations for each. The career description information is a summary from the *Guide for Occupational Exploration*.

A unique feature of Career Compass is that the sample occupations listed within each career cluster have been cross referenced with two career information publications. Career Compass can be used with the sate of Illinois Career Information System, HORIZONS, or it can be used with the Department of Labor's *Occupational Outlook Handbook*. This allows the individual to cross over to one of these two printed publications and obtain more detailed information on the specific careers identified by Career Compass.

Within a fifteen minute time period the individual has completed the inventory on the microcomputer and received a six page printout. The printout format goes from general career clusters, to major work groups, to specific occupations. This sequence meets the career decision making needs of a wide range of individuals; those needing more general cluster information to those seeking specific career titles.

Career decision making is an on-going process that involves a number of variables related to self and the world of work. Career Compass provides an initial step in identifying career interest clusters and relating this information about self to information about the world of work.

Dr. Jack Teal
6/1/84

HORIZONS

ADMINISTERING CAREER COMPASS

Each student will need:

- a copy of the Career Compass form and a #2 pencil
- access to a HORIZONS Occupational Information book and, if possible, a computer

At the beginning of the class:

- Distribute the Career Compass form.
- Have students fill in their names at the top.
- Describe to them the purpose of an interest inventory: "An interest inventory is **not** a test. There are no right or wrong answers. Quickly respond with your opinion on whether you would like or dislike an activity without spending a lot of time on any of the items. Don't worry about whether you can currently do any of the activities---for example, #30 asks whether you'd very much like, like or dislike performing heart surgery. You also have the option of responding "not sure" if you are uncertain of how you feel about an activity."

During administration:

- Circulate around the classroom making sure that students are marking only one response per question.
- If students seem stuck, remind them that this is a tool for exploration and that they should answer quickly with their first reaction.

Entering answers on the computer:

- Let students know it will take about 5-10 minutes to enter their answers on the computer and get a printout. Tell them they can either type V, L, D or N for their responses or use the arrow keys to move the highlight to their answer, then press <Enter>.
- Have them review their lists and allow for time to print any clusters besides their top three if they are interested in further information.

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Discussing the results:

- Each student will receive three clusters representing their top numbers of points from the 14 clusters of occupational groupings. Especially in the event of a tie between one or more groups, or very low score differences, have the students explore other clusters besides the top three. Make clear once again that Career Compass is designed to help students explore possible areas of interest in the world of work and is not the "final answer" on which career to pursue.
- Introduce students to the HORIZONS Occupational Information book; show them that the occupations are in numeric order and correspond to the codes on their printouts. Also familiarize them with the alphabetic listing of occupations and encourage them read about any of interest which did not show up on their lists.
- If a photocopier is available, have students copy information on careers which seem interesting.
- If a full HORIZONS computer system is available in the school, arrange for time for the students to print the information from the occupations file by entering occ and the four digit code.

Related activities:

- If students have done the Strong-Campbell Interest Inventory, the Self-Directed Search or any other activity to arrive at a Holland code in the RIASEC scheme, refer them to the crosswalk between Holland codes and HORIZONS codes at the front of the book on occupational information (page 21). Is there a match between results?
- Have students write several paragraphs on why or why not the Career Compass clusters fit with how they see themselves in 10 years.
- See also the activities guide which accompanies this program for ideas on how to link classroom learning with students' plans for future lifestyle.

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HORIZONS Name:______________________

Career Compass
Career Interest Survey

Making a career choice involves gathering information about your interests. One way to obtain this information is to think about work activities you may or may not want to do. The following statements represent a number of different work activities. You should select the answer that matches how you feel about performing each work activity. You will be able to answer with one of the following:

V = Like Very Much
L = Like
D = Dislike
N = Not Sure

For example: Total bills and make change. *If you think you would dislike this activity check the box marked D.*

Like Very Much = V Like = L Dislike = D Not Sure = N

V L D N

☐ ☐ ☐ ☐ 1. Write short stories or plays.
☐ ☐ ☐ ☐ 2. Conduct chemical experiments.
☐ ☐ ☐ ☐ 3. Operate a greenhouse or nursery.
☐ ☐ ☐ ☐ 4. Investigate crimes and make arrests.
☐ ☐ ☐ ☐ 5. Pilot a commercial airplane.
☐ ☐ ☐ ☐ 6. Analyze problems in aircraft design.
☐ ☐ ☐ ☐ 7. Set up and check production machines.
☐ ☐ ☐ ☐ 8. Take dictation and type letters.
☐ ☐ ☐ ☐ 9. Call on businesses to sell computers.

Like Very Much = V Like = L Dislike = D Not Sure = N

V L D N

☐ ☐ ☐ ☐ 10. Greet and seat customers in a restaurant.

☐ ☐ ☐ ☐ 11. Counsel students about careers.

☐ ☐ ☐ ☐ 12. Coordinate services and personnel of a hospital.

☐ ☐ ☐ ☐ 13 Manage a department for a large business.

☐ ☐ ☐ ☐ 14 Coach a professional sports team.

☐ ☐ ☐ ☐ 15 Paint or sketch landscapes.

☐ ☐ ☐ ☐ 16 Research causes of animal diseases.

☐ ☐ ☐ ☐ 17. Supervise forestry workers.

☐ ☐ ☐ ☐ 18. Make sure that people obey hunting or fishing laws.

☐ ☐ ☐ ☐ 19. Drive a tractor-trailer truck.

☐ ☐ ☐ ☐ 20. Measure land or water boundaries

☐ ☐ ☐ ☐ 21. Operate a drilling machine.

☐ ☐ ☐ ☐ 22. Calculate wages for payroll records.

☐ ☐ ☐ ☐ 23. Buy clothing for department store

☐ ☐ ☐ ☐ 24. Cut and style hair.

☐ ☐ ☐ ☐ 25. Conduct sermons and other religious activities.

☐ ☐ ☐ ☐ 26. Teach courses in elementary school or high school.

☐ ☐ ☐ ☐ 27. Review requests for bank loans.

☐ ☐ ☐ ☐ 28. Referee athletic games.

☐ ☐ ☐ ☐ 29. Act in a play.

☐ ☐ ☐ ☐ 30. Perform heart surgery.

Like Very Much = V   Like = L   Dislike = D   Not Sure = N

V L D N

☐ ☐ ☐ ☐ 31. Feed and care for animals in a zoo.
☐ ☐ ☐ ☐ 32. Guard prison inmates.
☐ ☐ ☐ ☐ 33. Operate a railroad locomotive.
☐ ☐ ☐ ☐ 34. Repair electrical appliances.
☐ ☐ ☐ ☐ 35. Look for flaws in tires that are being made.
☐ ☐ ☐ ☐ 36. Operate a cash register.
☐ ☐ ☐ ☐ 37. Work as a sales clerk in a store.
☐ ☐ ☐ ☐ 38. Drive a taxi cab or bus.
☐ ☐ ☐ ☐ 39. Provide nursing care to hospital patients.
☐ ☐ ☐ ☐ 40. Gather information and write news stories.
☐ ☐ ☐ ☐ 41. Plan publicity programs for a company.
☐ ☐ ☐ ☐ 42. Conduct tennis lessons at an athletic club.
☐ ☐ ☐ ☐ 43. Compose music for a band.
☐ ☐ ☐ ☐ 44. Conduct tests on oil drilling samples.
☐ ☐ ☐ ☐ 45. Pick fruit at an orchard.
☐ ☐ ☐ ☐ 46. Fight fires.
☐ ☐ ☐ ☐ 47. Operate a bulldozer.
☐ ☐ ☐ ☐ 48. Check meters and guages of a refrigeration system.
☐ ☐ ☐ ☐ 49. Work on a factory assembly line.
☐ ☐ ☐ ☐ 50. Operate a telephone switchboard.
☐ ☐ ☐ ☐ 51. Sell refreshments at sports events.

Like Very Much = V Like = L Dislike = D Not Sure = N

V L D N

☐ ☐ ☐ ☐ 52. Total bills and make change.

☐ ☐ ☐ ☐ 53. Provide physical therapy treatments.

☐ ☐ ☐ ☐ 54. Collect and analyze data about jobs.

☐ ☐ ☐ ☐ 55. Manage a store that sales clothing, compact discs or other items.

☐ ☐ ☐ ☐ 56. Perform stunts for movies or television.

☐ ☐ ☐ ☐ 57. Dance in a variety show.

☐ ☐ ☐ ☐ 58. Analyze data to predict weather conditions.

☐ ☐ ☐ ☐ 59. Operate a beef or dairy farm.

☐ ☐ ☐ ☐ 60. Check passenger security at an airport.

☐ ☐ ☐ ☐ 61. Operate a crane.

☐ ☐ ☐ ☐ 62. Repair automobiles.

☐ ☐ ☐ ☐ 63. Follow diagrams to check electrical systems.

☐ ☐ ☐ ☐ 64. File invoices and receipts.

☐ ☐ ☐ ☐ 65. Call people on the telephone to sell products.

☐ ☐ ☐ ☐ 66. Carry passenger luggage.

☐ ☐ ☐ ☐ 67. Entertain and supervise children in a nursery.

☐ ☐ ☐ ☐ 68. Provide legal advice for clients.

☐ ☐ ☐ ☐ 69. Investigate insurance damage claims.

☐ ☐ ☐ ☐ 70. Drive in automobile or motorcycle races.

Now you can use the computer to enter your answers. Career Compass will provide you with information to help you start thinking about your plans for the future.

TECH PREP

HORIZONS JR. PILOT SITES
SEMESTER 1992

		No Of:	Comupters:		Disk Size:		No. of Evaluations
SCHOOL	CONTACT PERSON	8TH GRADERS	APPLE IIE	IBM	3.50	5.25	RECIEVED * 1 2 3 4 5
ECDS							
Central Jr High	Gail Borton	126	15	15		30	
Zeigler Royalton Elementary	George Connor Mickey Stafko	27	15			15	
RLRDS							
Casey Jr. High	Dwain Baldridge	Preview 4 only	4			4	
Summers ville Elementary	Mic Wright	35	10			10	
Wayne City Elementary	Don Sutton	55	12	11 ~~12~~	11 ~~12~~	12	
TOTAL-		247	56	27	12	71	

TOTAL PARTICIPATES-

*	1= Student
	2= Teacher
	3= Administrator
	4= Couselor

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

February 27, 1992

MEMORANDUM

TO: Eighth Grade Parents

FROM: Regional Superintendent of Schools
Franklin County Office

RE: Horizons Jr. Interest Inventory

Enclosed are the results of your child's career interest inventory. Horizons Jr. is a career compass which consists of seventy interest statements which assess career options. Zeigler-Royalton Junior High was chosen as a pilot site for the Horizons Jr. Interest Inventory.

Horizons Jr. is a pilot test which was arranged through a Tech Prep grant. It was administered though a collaborative effort of the Franklin County Regional Delivery System; Barry Kohl, Regional Superintendent; Betty Musgrave, Tech Prep Director; Joe Wilkerson, Vocational System Director; and Beckie Turner, Special Populations Coordinator.

BENJAMIN INCHCLIFF, your HORIZONS profile ranks 14 interest clusters from a high of 15 points to a low of 0 points. This ranking was based on your responses t[illegible]e 70 career interest survey statements. A brief description of [illegible] interest cluster is listed along with your points.

```
ARTISTIC                                        ***********
SCIENTIFIC                                      *****
NATURE                                          ***
PROTECTIVE                                      *****
MECHANICAL-OPERATOR                             *************
MECHANICAL-TECHNICAL                            *********
INDUSTRIAL                                      *****
BUSINESS DETAIL                                 *
SALES                                           *
ACCOMMODATING                                   **
HUMANITARIAN                                    *
SOCIAL LEADERSHIP                               ****
BUSINUSS LEADERSHIP                             ******
PHYSICAL PERFORMING                             ************
```

Career interest Clusters

MECHANICAL-OPERATOR
Interest in piloting air or water vehicles, driving land vehicles, or operating heavy machines and equipment.
Points: 13

P[illegible]SICAL PERFORMING
Interest in physical activites performed before an audience.
Points: 12

ARTISTIC
Interest in expressing feelings or ideas in creative ways.
Points: 11

MECHANICAL-TECHNICAL
Interest in applying mechanical principles to practical situations using machines or hand tools.
Points: 9

BUSINUSS LEADERSHIP
Interest in leading and influencing others through activities using high-level verbal or business career areas.
Points: 6

SCIENTIFIC
Interest in discovering, collecting, and analyzing information about the natural world and in applying scientific research findings to problems in medicine, the life sciences, and the natural sciences.
Points: 5

P[illegible]TECTIVE
[illegible]erest in using authority to enforce laws that protect people and property.
P[illegible]nts: 5

INDUSTRIAL
Interest in doing the same organized activities many times a day in a factory setting.
Points: 5

SOCIAL LEADERSHIP
Interest in leading and influencing others through activities using high-level verbal or numerical abilities in social career areas.
Points: 4

NATURE
Interest in activities to do with plants and animals, usually outdoors.
Points: 3

ACCOMMODATING
Interest in providing services and catering to the wishes and needs of others, usually on a one-to-one basis.
Points: 2

BUSINESS DETAIL
Interest in organized, clearly defined activities requiring accuracy and attention to detail, mostly in an office setting.
Points: 1

SALES
Interest in bringing others to a point of view by personal persuasion, using sales and promotional techniques.
Points: 1

HUMANITARIAN
Interest in helping others with their mental, spiritual, social, physical, or vocational needs.
Points: 1

BENJAMIN INCHCLIFF, the purpose of HORIZONS is to help you start thinking about careers. The following printout includes your top 3 interest clusters. You will find names of occupations that you may want to explore. To find out more about these occupations, look them up in the HORIZONS Occupational Informational book.

Please remember this was not a test. If there are other clusters that look interesting to you, be sure to read and learn about them too.

MECHANICAL-OPERATOR INTEREST CLUSTER

This is an interest in applying mechanical principles to practical situations using machines. You can satisfy this interest in a variety of jobs ranging from routine to complex. You may wish to pilot air or water vehicles. You may like to drive large or small trucks, delivery vans, or locomotives. The operation of heavy machines to dig, drill dredge, or move materials might interest you.

The Mechanical-Operator interest cluster is divided into three work groups:

1. Air and Water Vehicle Operation Careers

Workers in this group pilot airplanes or ships, or supervise others who do. Some instruct other persons in flying. Most of these workers are hired by shipping companies and commercial airlines. Some find jobs piloting planes or ships for private companies or for individuals.

If you are interested in Air and Water Vehicle Operation you may want to explore the following occupations:

6188 Pilot and Flight Engineer	6184 Ship Officer and Engineer

[illegible]ON HANEY, your HORIZONS profile ranks 14 interest clusters from a high [illegible] points to a low of 0 points. This ranking was based on your responses the 70 career interest survey statements. A brief description of each interest cluster is listed along with your points.

ARTISTIC	***
SCIENTIFIC	*******
NATURE	**********
PROTECTIVE	******
MECHANICAL-OPERATOR	************
MECHANICAL-TECHNICAL	******
INDUSTRIAL	**********
BUSINESS DETAIL	***
SALES	******
ACCOMMODATING	****
HUMANITARIAN	*
SOCIAL LEADERSHIP	**
BUSINUSS LEADERSHIP	*****
PHYSICAL PERFORMING	********

Career Interest Clusters

MECHANICAL-OPERATOR
Interest in piloting air or water vehicles, driving land vehicles, operating heavy machines and equipment.
nts: 12

NATURE
Interest in activities to do with plants and animals, usually outdoors.
Points: 10

INDUSTRIAL
Interest in doing the same organized activities many times a day in a factory setting.
Points: 10

PHYSICAL PERFORMING
Interest in physical activites performed before an audience.
Points: 8

SCIENTIFIC
Interest in discovering, collecting, and analyzing information about the natural world and in applying scientific research findings to problems in medicine, the life sciences, and the natural sciences.
Points: 7

PROTECTIVE
Interest in using authority to enforce laws that protect people and property.
Points: 6

:HANICAL-TECHNICAL
terest in applying mechanical principles to practical situations using chines or hand tools.
Points: 6

SALES
Interest in bringing others to a point of view by personal persuasion, using sales and promotional techniques.

Points: 6

BUSINUSS LEADERSHIP
Interest in leading and influencing others through activities using high-level verbal or business career areas.
Points: 5

OMMODATING
Interest in providing services and catering to the wishes and needs of others, usually on a one-to-one basis.
Points: 4

ARTISTIC
Interest in expressing feelings or ideas in creative ways.
Points: 3

BUSINESS DETAIL
Interest in organized, clearly defined activities requiring accuracy and attention to detail, mostly in an office setting.
Points: 3

SOCIAL LEADERSHIP
Interest in leading and influencing others through activities using high-level verbal or numerical abilities in social career areas.
Points: 2

HUMANITARIAN
Interest in helping others with their mental, spiritual, social, physical, or vocational needs.
Points: 0

AON HANEY, the purpose of HORIZONS is to help you start thinking about careers. The following printout includes your top 3 interest clusters. You will find names of occupations that you may want to explore. To find out more about these occupations, look them up in the HORIZONS Occupational Informational book.

Please remember this was not a test. If there are other clusters that look interesting to you, be sure to read and learn about them too.

MECHANICAL-OPERATOR INTEREST CLUSTER

This is an interest in applying mechanical principles to practical situations using machines. You can satisfy this interest in a variety of jobs ranging from routine to complex. You may wish to pilot air or water vehicles. You may like to drive large or small trucks, delivery vans, or locomotives. The operation of heavy machines to dig, drill dredge, or move materials might interest you.

The Mechanical-Operator interest cluster is divided into three work groups:

1. Air and Water Vehicle Operation Careers

Workers in this group pilot airplanes or ships, or supervise others who do. Some instruct other persons in flying. Most of these workers are hired by pping companies and commercial airlines. Some find jobs piloting planes ships for private companies or for individuals.

If you are interested in Air and Water Vehicle Operation you may want to explore the following occupations:

6188 Pilot and Flight Engineer	6184 Ship Officer and Engineer

KEITH DOBBINS, your HORIZONS profile ranks 14 interest clusters from a high of 15 points to a low of 0 points. This ranking was based on your responses the 70 career interest survey statements. A brief description of h interest cluster is listed along with your points.

```
ARTISTIC                                                ***********
SCIENTIFIC                                              ******
NATURE                                                  ******
PROTECTIVE                                              ***********
MECHANICAL-OPERATOR                                     *********
MECHANICAL-TECHNICAL                                    *********
INDUSTRIAL                                              *********
BUSINESS DETAIL                                         ******
SALES                                                   ********
ACCOMMODATING                                           ****
HUMANITARIAN                                            ********
SOCIAL LEADERSHIP                                       ******
BUSINUSS LEADERSHIP                                     ***********
PHYSICAL PERFORMING                                     ************
```

Career interest Clusters

PHYSICAL PERFORMING
Interest in physical activites performed before an audience.
Points: 12

ISTIC
Interest in expressing feelings or ideas in creative ways.
Points: 11

PROTECTIVE
Interest in using authority to enforce laws that protect people and property.
Points: 11

BUSINUSS LEADERSHIP
Interest in leading and influencing others through activities using high-level verbal or business career areas.
Points: 11

MECHANICAL-OPERATOR
Interest in piloting air or water vehicles, driving land vehicles, or operating heavy machines and equipment.
Points: 9

MECHANICAL-TECHNICAL
Interest in applying mechanical principles to practical situations using machines or hand tools.
Points: 9

INDUSTRIAL
Interest in doing the same organized activities many times a day in a factory setting.
ints: 9

SALES
Interest in bringing others to a point of view by personal persuasion, using sales and promotional techniques.
Points: 8

HUMANITARIAN
Interest in helping others with their mental, spiritual, social, physical, or vocational needs.
Points: 8

SCIENTIFIC
Interest in discovering, collecting, and analyzing information about the natural world and in applying scientific research findings to problems in medicine, the life sciences, and the natural sciences.
Points: 6

NATURE
Interest in activities to do with plants and animals, usually outdoors.
Points: 6

BUSINESS DETAIL
Interest in organized, clearly defined activities requiring accuracy and attention to detail, mostly in an office setting.
Points: 6

SOCIAL LEADERSHIP
Interest in leading and influencing others through activities using high-level verbal or numerical abilities in social career areas.
Points: 6

ACCOMMODATING
Interest in providing services and catering to the wishes and needs of others, usually on a one-to-one basis.
Points: 4

KEITH DOBBINS, the purpose of HORIZONS is to help you start thinking about careers. The following printout includes your top 3 interest clusters. You will find names of occupations that you may want to explore. To find out more about these occupations, look them up in the HORIZONS Occupational Informational book.

Please remember this was not a test. If there are other clusters that look interesting to you, be sure to read and learn about them too.

PHYSICAL PERFORMING INTEREST CLUSTER

This is an interest in physical activities performed before an audience. You can satisfy this interest through jobs in athletics, sports, and the performance of physical feats. Perhaps a job as a professional player or official would appeal to you. You may wish to develop and perform special acts such as acrobatics or wire walking.

The Physical Performing interest cluster is divided into the following two work groups:

1. Sports Careers

Workers in this group compete in professional athletic or sporting events, coach players, and officiate at games. They also give individual and group instruction, recruit players, and regulate various aspects of sporting events. Jobs in this group are found in all types of professional sports, such as football, baseball, basketball, hockey, golf, tennis, and horse racing. Some jobs are also available with private recreational facilities, including ski resorts, skating rinks, athletic clubs, and gymnasiums.

If you are interested in Sports you may want to explore the following occupations:

9878 Professional Athlete
8481 Coach

MARK FITCH, your HORIZONS profile ranks 14 interest clusters from a high of 15 points to a low of 0 points. This ranking was based on your responses to the 70 career interest survey statements. A brief description of each interest cluster is listed along with your points.

```
                                                             *
         ARTISTIC                                            ***********
         SCIENTIFIC                                          ******
         NATURE                                              **********
         PROTECTIVE                                          **********
         MECHANICAL-OPERATOR                                 **************
         MECHANICAL-TECHNICAL                                *********
         INDUSTRIAL                                          *****
         BUSINESS DETAIL                                     ***
         SALES                                               ***
         ACCOMMODATING                                       *****
         HUMANITARIAN                                        ******
         SOCIAL LEADERSHIP                                   ********
         BUSINUSS LEADERSHIP                                 *******
         PHYSICAL PERFORMING
```

Career interest Clusters

MECHANICAL-TECHNICAL
Interest in applying mechanical principles to practical situations using machines or hand tools.
Points: 14

SCIENTIFIC
[illegible]terest in discovering, collecting, and analyzing information about the [illegible]atural world and in applying scientific research findings to problems in medicine, the life sciences, and the natural sciences.
Points: 11

PROTECTIVE
Interest in using authority to enforce laws that protect people and property.
Points: 10

MECHANICAL-OPERATOR
Interest in piloting air or water vehicles, driving land vehicles, or operating heavy machines and equipment.
Points: 10

INDUSTRIAL
Interest in doing the same organized activities many times a day in a factory setting.
Points: 9

BUSINUSS LEADERSHIP
Interest in leading and influencing others through activities using high-level verbal or business career areas.
Points: 8

PHYSICAL PERFORMING
I[illegible]terest in physical activites performed before an audience.
[illegible]nts: 7

NATURE
Interest in activities to do with plants and animals, usually outdoors.
Points: 6

SOCIAL LEADERSHIP

High-level verbal or numerical abilities in social career areas.
Points: 6

BUSINESS DETAIL
Interest in organized, clearly defined activities requiring accuracy and ention to detail, mostly in an office setting.
nts: 5

HUMANITARIAN
Interest in helping others with their mental, spiritual, social, physical, or vocational needs.
Points: 5

SALES
Interest in bringing others to a point of view by personal persuasion, using sales and promotional techniques.
Points: 3

ACCOMMODATING
Interest in providing services and catering to the wishes and needs of others, usually on a one-to-one basis.
Points: 3

ARTISTIC
Interest in expressing feelings or ideas in creative ways.
Points: 1

MARK FITCH, the purpose of HORIZONS is to help you start thinking about careers. The following printout includes your top 3 interest clusters. You will find names of occupations that you may want to explore. find out more about these occupations, look them up in the HORIZONS Occupational Informational book.

Please remember this was not a test. If there are other clusters that look interesting to you, be sure to read and learn about them too.

MECHANICAL-TECHNICAL INTEREST CLUSTER

This is an interest in applying mechanical principles to practical situations using machines, hand tools, or techniques. You can satisfy this interest in a variety of jobs ranging from routine to complex professional positions. You may enjoy working with ideas about things (objects). You could seek a job in engineering or in a related technical field. You may prefer to deal directly with things. You could find a job in the crafts or trades that involves building, making or repairing objects. You may prefer routine or physical work in settings other than factories.

The Mechanical-Technical cluster is divided into the following nine work groups:

1. Engineering Careers

Workers in this group plan, design, and direct the construction or development of buildings, bridges, roads, airports, dams, sewage systems, air-conditioning systems, mining machinery, and other structures and ipment. They also develop processes and/or techniques for generating and ransmitting electrical power, manufacturing chemicals, extracting metals from ore, and controlling the quality of products being made. Workers specialize in one or more kinds of engineering, such as civil, electrical, mechanical, mining, ad safety. Some are hired by industrial plants, petroleum and mining companies, research laboratories, and construction companies. Others find employment with federal, state, and local governments.

BILLY SCHABLOWSKY, your HORIZONS profile ranks 14 interest clusters from a high of 15 points to a low of 0 points. This ranking was based on your responses to the 70 career interest survey statements. A brief description of each interest cluster is listed along with your points.

	*
ARTISTIC	********
SCIENTIFIC	****
NATURE	***
PROTECTIVE	***
MECHANICAL-OPERATOR	********
MECHANICAL-TECHNICAL	**
INDUSTRIAL	***
BUSINESS DETAIL	****
SALES	**
ACCOMMODATING	*
HUMANITARIAN	******
SOCIAL LEADERSHIP	****
BUSINUSS LEADERSHIP	*****
PHYSICAL PERFORMING	

Career interest Clusters

SCIENTIFIC
Interest in discovering, collecting, and analyzing information about the natural world and in applying scientific research findings to problems in medicine, the life sciences, and the natural sciences.
Points: 8

MECHANICAL-TECHNICAL
Interest in applying mechanical principles to practical situations using machines or hand tools.
Points: 8

SOCIAL LEADERSHIP
Interest in leading and influencing others through activities using high-level verbal or numerical abilities in social career areas.
Points: 6

PHYSICAL PERFORMING
Interest in physical activites performed before an audience.
Points: 5

NATURE
Interest in activities to do with plants and animals, usually outdoors.
Points: 4

SALES
Interest in bringing others to a point of view by personal persuasion, using sales and promotional techniques.
Points: 4

BUSINUSS LEADERSHIP
Interest in leading and influencing others through activities using High-level verbal or business career areas.
Points: 4

PROTECTIVE
Interest in using authority to enforce laws that protect people and property.
Points: 3

MECHANICAL-OPERATOR

or operating heavy machines and equipment.
Points: 3

BUSINESS DETAIL
Interest in organized, clearly defined activities requiring accuracy and attention to detail, mostly in an office setting.
Points: 3

INDUSTRIAL
Interest in doing the same organized activities many times a day in a factory setting.
Points: 2

ACCOMMODATING
Interest in providing services and catering to the wishes and needs of others, usually on a one-to-one basis.
Points: 2

ARTISTIC
Interest in expressing feelings or ideas in creative ways.
Points: 1

HUMANITARIAN
Interest in helping others with their mental, spiritual, social, physical, or vocational needs.
Points: 0

BILLY SCHABLOWSKY, the purpose of HORIZONS is to help you start thinking about careers. The following printout includes your top 3 interest clusters. You will find names of occupations that you may want to explore. To find out more about these occupations, look them up in the HORIZONS Occupational Informational book.

Please remember this was not a test. If there are other clusters that look interesting to you, be sure to read and learn about them too.

SCIENTIFIC INTEREST CLUSTER

This is an interest in discovering, collecting, and analyzing information about the natural world and applying scientific research findings to problems in medicine, the life sciences, and the natural sciences. You can satisfy this interest by working with the knowledge and processes of the sciences. You may enjoy researching and developing new knowledge in mathematics. Perhaps solving problems in the physical or life sciences would appeal to you. You may wish to study medicine and help humans or animals. You could work as a practitioner in the health field. You may want to work with scientific equipment and procedures. You could seek a job in research or testing laboratories.

The scientific interest cluster is divided into the following four work groups:

1. Physical Sciences Careers

Workers in this group are concerned mostly with non-living things, such as chemicals, rocks, metals, mathematics, or movements of the earth and the stars. They conduct scientific studies and perform other activities requiring a knowledge of math, physics, or chemistry. Some workers investigate, discover, and test new theories. Some do research in such fields as geology, astronomy, oceanography, or computer science. Workers base their conclusions on information that can be measured or proved. Industries, government agencies, or large universities employ most of these

APPENDIX F.1

LOCAL LABOR MARKET OVERVIEW

REND LAKE TECH PREP AREA

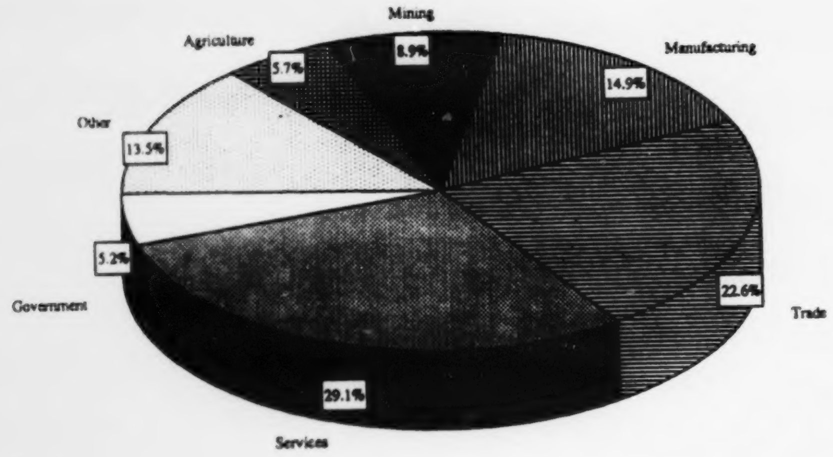
includes data for Franklin, Hamilton,
and Jefferson Counties

compiled by:
Illinois Occupational Information Coordinating Committee
217 East Monroe, Suite 203
Springfield, Illinois 62706
(217) 785-0789

funding provided by:

Illinois State Board of Education
and
other IOICC member agencies

Employment in area by industry group (1988) . . .

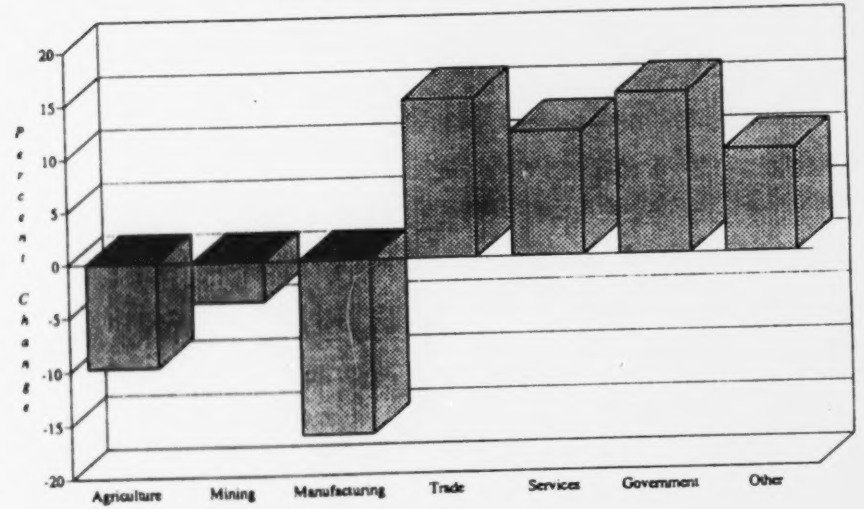


Note: "Other" includes Construction,
Transportation, Communication and Public Utilities (TCPU),
and Finance, Insurance and Real Estate (FIRE).

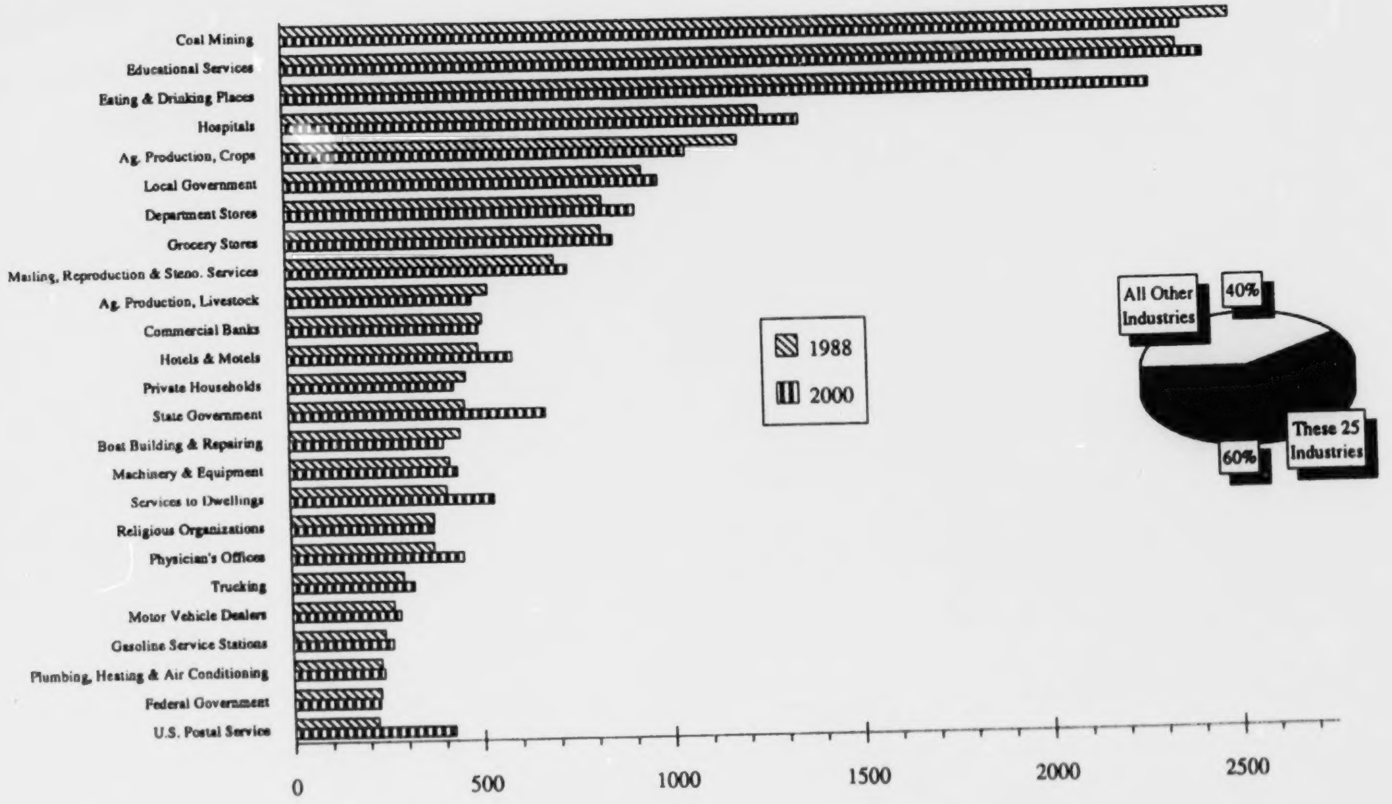
Industry employment will grow by 5.6% or over 1,750 to almost 33,000 by the year 2000. However, this projected growth is well below both the statewide and national projected growth trends of 12.8% and 15%, respectively.

Manufacturing and Mining will continue to be significant sources of employment even though a decline in these industries is expected.

. . . and projected growth through 2000.



Employment in the 25 Largest Industries, 1988 and 2000
Rend Lake Tech Prep Area



The 25 largest industries in the area account for 60% of the total employment.

Significant declines are projected for five of the top twenty five industries -- coal mining, ag. crop production, ag. livestock production, private households, and boat building and repairing. On the other hand, rapid growth is forecasted for four of these top industries -- state government, services to dwellings, physicians' offices, and hotels and motels.

>>> RANKING ON 1988-2000 EMPLOYMENT CHANGE

INDUSTRY EMPLOYMENT ESTIMATES
1988 ANNUAL AVERAGE AND PROJECTED 2000 EMPLOYMENT
FOR SELECTED INDUSTRY EMPLOYMENT TITLES AND CODES
PREPARED BY THE IOICC

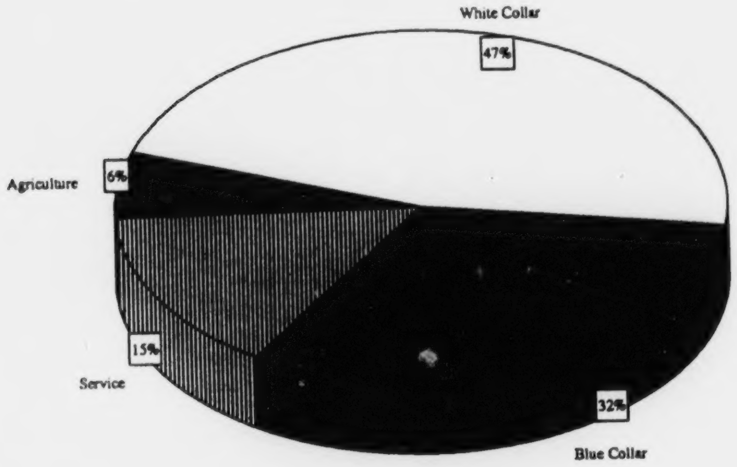
AREA: 079 Rend Lake Tech Prep

SIC CODE	INDUSTRY NAME	1988 EMPLOY	2000 EMPLOY	'88-2000 #CHANGE	'88-2000 %CHANGE
591	DRUG STORES & PROPRIETARY STORES	183	495	312	170.55
581	EATING AND DRINKING PLACES	1,980	2,286	306	15.45
921	STATE GOVERNMENT, EXC.ED. & HOSP.	465	677	212	45.59
431	U.S. POSTAL SERVICE	222	424	202	91.10
734	SERVICES TO DWELLINGS AND OTHER BUI	415	539	124	29.87
806	HOSPITALS	1,255	1,361	106	8.45
701	HOTELS, MOTELS, AND TOURIST COURTS	505	593	88	17.41
531	DEPARTMENT STORES	836	923	87	10.40
801	OFFICES OF PHYSICIANS	378	456	78	20.62
825	EDUCATIONAL SERVICES	2,361	2,432	71	3.01
737	COMPUTER AND DATA PROCESSING SERVIC	182	247	65	35.79
805	NURSING AND PERSONAL CARE FACILITIE	194	255	61	31.38
628	SECURITY AND COMMODITY SERVICES	192	247	55	28.60
833	JOB TRAINING AND VOCATIONAL REHAB S	118	165	47	39.94
173	ELECTRICAL WORK	104	146	42	40.57
533	VARIETY STORES	125	167	42	33.63
931	LOCAL GOVERNMENT, EXC.ED. & HOSP.	943	985	42	4.46
738	MISCELLANEOUS BUSINESS SERVICES	88	125	37	41.84
[illegible]	MAILING,REPRO.,COMM.ART,& STENO. SE	708	743	35	4.95
[illegible]	MISCELLANEOUS GENERAL MERCHANDISE S	104	135	31	29.88
541	GROCERY STORES	834	864	30	3.60
573	RADIO, TELEVISION, AND MUSIC STORES	59	89	30	50.98
421	TRUCKING, LOCAL AND LONG DISTANCE	296	324	28	9.47
811	LEGAL SERVICES	172	200	28	16.30
863	LABOR UNIONS & SIMILAR LABOR ORGANI	203	230	27	13.30

SOURCE: ECONOMIC INFORMATION AND ANALYSIS DIVISION
ILLINOIS DEPARTMENT OF EMPLOYMENT SECURITY (IDES).

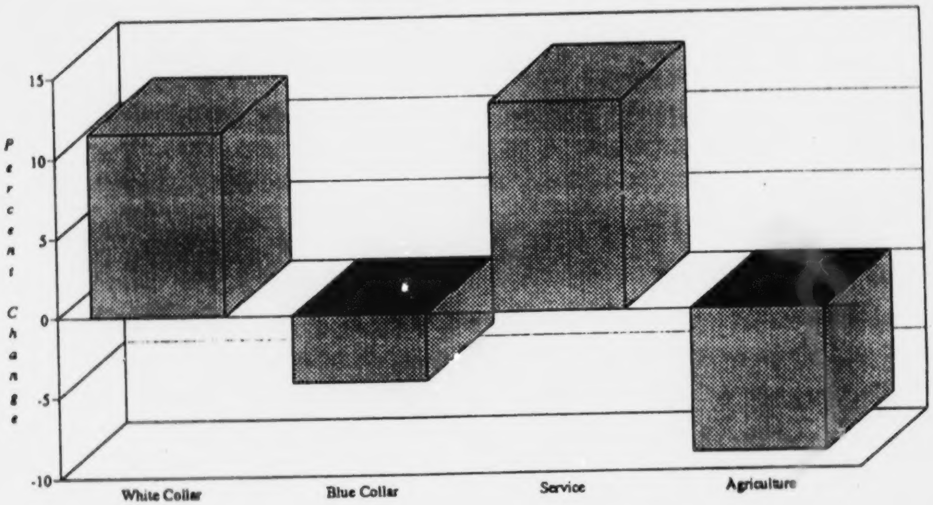
This chart ranks local industries with the highest employment growth, as indicated by net employment change and percent change (as shown in the last two columns). A majority of the new jobs in the area between 1988 and 2000 will be with employers in these industries.

Employment in area by occupational group (1988) . . .

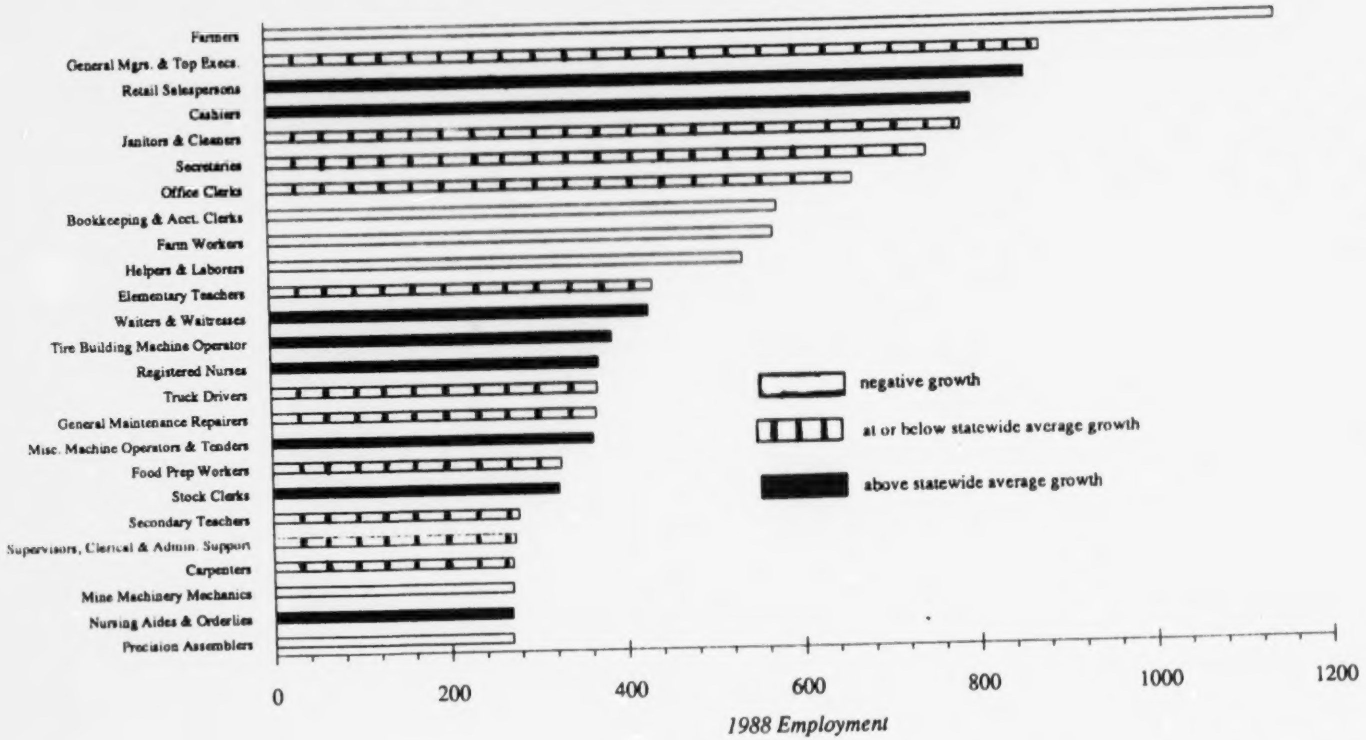


Occupational employment will grow by only 5.6% or over 1,800 to around 35,000 by the year 2000. State and national occupational employment are projected to grow by 12.7% and 15%, respectively.

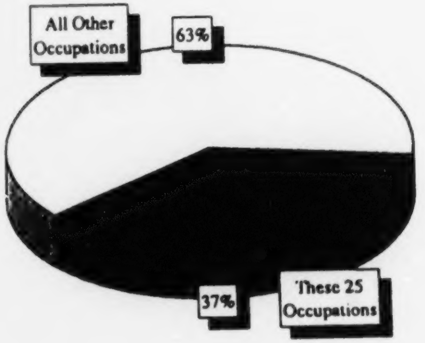
. . . and projected growth through 2000.



Largest Occupations in the Area and Projected Growth



Employment is expected to grow rapidly for retail salespersons, waiters and waitresses, registered nurses, and stock clerks. However, employment will significantly decline in five of these occupations -- farmers, bookkeeping and accounting clerks, farm workers, general laborers, and precision assemblers.



These 25 occupations account for almost 40% of the total employment in the area.

Top 40 Growing Occupations in Rend Lake Tech Prep Area
(SEPS 1988-2000)

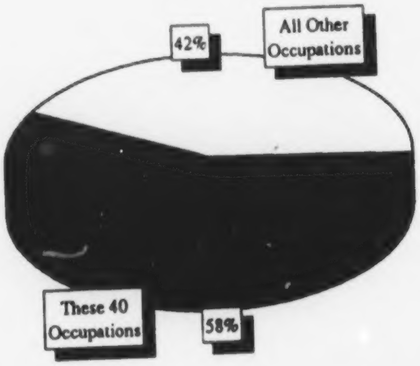
OCCUPATIONAL TITLE	NET GROWTH	% GROWTH
SALESPERSONS, RETAIL	178	20.66
CASHIERS	130	16.28
JANITORS & CLEANERS	101	12.79
POSTAL SERVICE CLERKS	90	88.61
WAITERS & WAITRESSES	89	20.79
PHARMACISTS	77	147.83
GENERAL MANAGERS & TOP EXECS.	74	8.46
POSTAL MAIL CARRIERS	74	97.03
REGISTERED NURSES	72	19.30
FOOD SERV. & LODGING MANAGERS	67	29.48
STOCK CLERKS, SALES FLOOR	64	19.79
GENERAL OFFICE CLERKS	63	9.52
TIRE BUILDING MACHINE OPERATO	58	14.95
AO MANAGERS & ADMINISTRATORS	52	20.59
AO MACH. OPERATORS & TENDERS	48	13.16
LAWYERS	45	26.44
FOOD PREPARATION WORKERS	40	12.07
TRUCK DRIVERS, HEAVY	40	10.77
MAIDS & HOUSEKEEP. CLEANERS	39	17.98
[illegible]CEPTIONISTS & INFO. CLERKS	38	21.85
COMPUTER PROGRAMMERS	36	33.07
NURSING AIDES & ORDERLIES	36	13.44
AUTOMOTIVE MECHANICS	36	13.50
FIRST LINE SUPERV. & MGR./SUPV	35	15.49
COOKS, RESTAURANT	35	20.95
SECRETARIES	34	4.51
ELECTRICIANS	33	25.17
COOKS, SPECIALTY FAST FOOD	32	14.37
ELECTRI. & ELECTRO. TECHN.	30	41.45
PHARMACY ASSISTANTS	30	113.52
COMPUTER SYSTEMS ANALYSTS, EDP	29	46.84
HAIRDRESS., HAIRSTY., COSME	29	12.94
DIN. RM. & CAFETERIA ATTENDAN	28	17.43
BARTENDERS	27	16.00
CARPENTERS	26	9.60
ACCOUNTANTS & AUDITORS	25	13.84
TEACHERS, SECONDARY SCHOOL	25	9.12
CHILD CARE WORKERS	24	12.21
ENG., MATH., & NAT. SCI. M	23	37.53
MAINT. REPAIRERS, GEN. UTILIT	23	6.30

These 40 occupations will account for a majority of the new jobs in the region between 1988 and 2000.

SOURCE: ECONOMIC INFORMATION AND ANALYSIS DIVISION
ILLINOIS DEPARTMENT OF EMPLOYMENT SECURITY (IDES).

Top 40 Occupations With Most Average Annual Job Openings
Rend Lake Tech Prep Area

OCCUPATIONAL TITLE	TOTAL OPEN	% DIST
JANITORS & CLEANERS	70	5.06
SALESPERSONS, RETAIL	66	4.80
GENERAL MANAGERS & TOP EXECS.	43	3.10
GENERAL OFFICE CLERKS	39	2.78
FARMERS	38	2.75
CASHIERS	35	2.53
SECRETARIES	29	2.06
CLEAN. & SERV., PVT. HSHLD.	29	2.13
STOCK CLERKS, SALES FLOOR	25	1.80
BOOKKEEP., ACCT., & AUD. CLER	23	1.70
MAIDS & HOUSEKEEP. CLEANERS	19	1.37
FOOD PREPARATION WORKERS	19	1.40
GUARDS	18	1.30
FOOD SERV. & LODGING MANAGERS	17	1.19
WAITERS & WAITRESSES	17	1.25
FARM WORKERS	17	1.22
AO MANAGERS & ADMINISTRATORS	16	1.16
REGISTERED NURSES	16	1.13
[illegible]E BUILDING MACHINE OPERATO	16	1.17
[illegible] MACH. OPERATORS & TENDERS	15	1.06
MAINT. REPAIRERS, GEN. UTILIT	14	1.00
TRUCK DRIVERS, HEAVY	14	1.04
LAWYERS	13	0.96
POSTAL SERVICE CLERKS	13	0.94
COOKS, SPECIALTY FAST FOOD	13	0.94
NURSING AIDES & ORDERLIES	13	0.95
CLERGY	12	0.85
TEACHERS, ELEMENTARY	12	0.90
FIRST LINE SUPERV. & MGR./SUPV	12	0.90
CARPENTERS	12	0.85
OTHER SALES REPS., EX. RETAIL	11	0.82
RECEPTIONISTS & INFO. CLERKS	11	0.76
BARTENDERS	11	0.81
COOKS, RESTAURANT	11	0.78
HAIRDRESS., HAIRSTY., COSME	11	0.81
CHILD CARE WORKERS, PVT. HSHL	11	0.83
PHARMACISTS	10	0.73
POSTAL MAIL CARRIERS	10	0.70
FIRST LINE SUPERV. & MGR. SU.	10	0.71
CHILD CARE WORKERS	10	0.71



These 40 occupations are expected to provide almost 6 out of every 10 of the projected job openings each year in the area.

SOURCE: ECONOMIC INFORMATION AND ANALYSIS DIVISION
ILLINOIS DEPARTMENT OF EMPLOYMENT SECURITY (IDES).

Total average annual job openings measure employment opportunities created by growth and labor force separations only. Typically, separations will account for three out of every four of these job openings.

Possible Occupational Outcomes
of

Business Office/Information Systems Tech Prep Programs

includes:

Typists & Word Processors	General Office Clerks
Data Entry Operators	Accounting & Statistical Clerks
Office Managers	Secretaries
Bookkeepers	Computer Operators
Legal Assistants	Computer Programmers

Entry-Level Wages
and
Average Salary

Employment
Outlook

Advancement
Opportunities

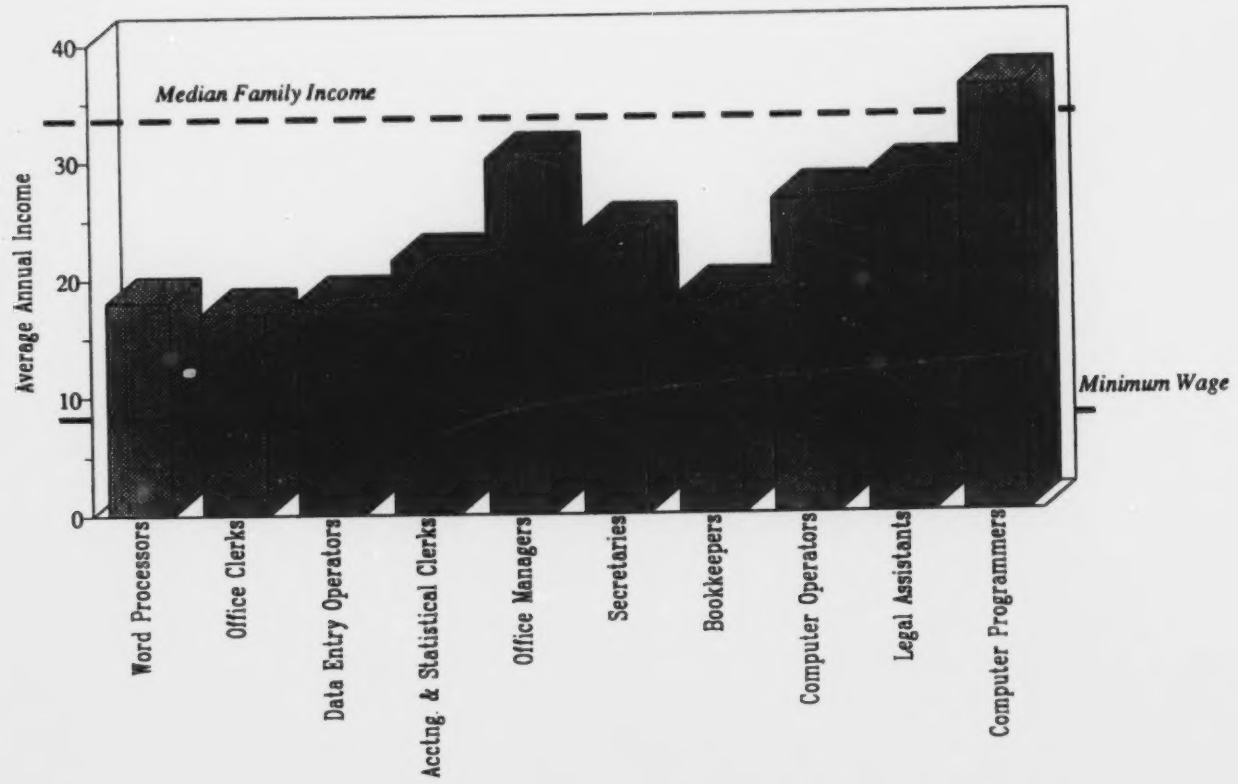
prepared by:
Illinois Occupational Information Coordinating Committee
217 East Monroe, Suite 203
Springfield, Illinois 62706
(217) 785-0789

funding provided by:
Illinois State Board of Education
and
other IOICC member agencies

Office Occupations Career Track

Occupational Outcome	*Entry-Level Wage*	*Outlook*	*Comments*
Entry Level After Completing High School:			
Typists and Word Processors	$6.75/hour	Favorable	Opportunities should be best for those with a broad knowledge of word processing languages.
General Office Clerks	$6.75/hour	Favorable	Those with training in office machine operations should find good job opportunities.
Data Entry Operators	$6.75/hour	Somewhat Favorable	Demand will grow as data processing technology develops. Turnover also will create openings.
Accounting and Statistical Clerks	$6.75/hour	Somewhat Favorable	Competition will be keen. Increasing use of computers to collect and process information will somewhat limit growth.
Entry Level After Completing Certificate Training:			
Office Managers	$8.25/hour	Somewhat Favorable	Average growth and the need to replace workers will create many job openings. Opportunities for qualified persons should be good.
Secretaries (including medical and legal)	$8.25/hour	Somewhat Favorable	Prospects will be better for those with special skills such as bookkeeping or training in medical or legal terms.
Bookkeepers	$6.75/hour	Somewhat Favorable	In the long run, expanding use of computers and bookkeeping machines will cause demand to decline slightly. However, many job openings will occur because of the need to replace those who leave the occupation.
Computer Operators	$8.00/hour	Favorable	Faster than average growth. Opportunities for qualified people should be excellent.
Legal Assistants	$9.00/hour	Favorable	Competition may become stiffer in the future due to the number of persons completing training programs.
Entry Level After Completing Associate Degree:			
Computer Programmers	$10.00/hour	Favorable	Demand is expected to grow much faster than average. However, the number of people completing training programs has allowed employers to become more selective.

Average Salaries for Business Tech Prep Occupations



Note: Average Annual Salaries are for experienced workers and may vary by labor market.
Median Family Income is $34,213 per household in 1989 as reported by the U.S. Dept. of Commerce.

Typists and Word Processors

Typists and word processors produce printed documents from rough drafts or other materials. Following established procedures, they operate typewriters and word processing equipment such as stand-alone display systems (those controlled by mini- or micro-computer), or time-shared systems (those associated with a large computer system). They confer with the document originators to clarify instructions, such as paragraphing, indentation, line spacing, and other style requirements. Coded commands are typed on a keyboard to enter, store, retrieve, or delete information. Other duties include proofing draft copy to locate errors and verify formatting. They may also operate high speed printers to obtain copies of the document, maintain disk or tape libraries, and keep logs for easy storage and retrieval. They may also file, sort and distribute mail, and answer the telephone.

Employers: All industries, government, universities, legal firms, hospitals, insurance companies, and large businesses.

---WAGES: Salaries vary with the industry. They are highest in public utilities and transportation. Workers in finance, insurance, retail trade and real estate received the least pay. Workers with word processing experience generally receive higher salaries than those without. Nationally, in 1988, typists earned an average salary of $14,612. Word processors averaged $18,148/year.

---ADVANCEMENT OPPORTUNITIES: Typists and word processors often transfer to occupations offering higher pay and more responsibility. It is common for workers to advance to clerical positions such as secretary, statistical clerk, or stenographer. Others are promoted to a supervisory job in a word processing department.

---OUTLOOK: Favorable.
According to the Illinois Department of Employment Security, typists and word processors are among the 50 occupations expected to have the greatest number of new jobs and total job openings each year through 2000. Opportunities should be best for those typists with the broadest knowledge of word processing languages.

'Occupational Outlook Handbook,' (1990-91 Edition), p. 282.
'Encyclopedia of Careers and Vocational Guidance,' (8th Ed., Vol. 3), pp. 124-129.

For more information, write to:

Association of Information Systems Professionals
104 Wilmot Road, Suite 201
Deerfield, IL 60015

Professional Secretaries International
301 E. Armour Blvd.
Kansas City, MO 64111

See OCC 1416 in *HORIZONS* for a full description.

General Office Clerks

General office clerks carry out a variety of clerical duties essential to office operations. They compile reports, tabulate and post data in record books, prepare and mail bills, receipts, invoices, statements and checks. They also operate typewriters, calculators and duplicators.

Employers: Manufacturers, insurance companies, real estate agencies, financing institutions and government agencies.

---WAGES: Office clerks working for the State of Illinois earned from about $14,470-$20,180/year in 1991. A 1990 Chicago-area wage survey reports an average wage of $17,628/year for general office clerks. Nationally, in 1989, general office clerks earned an average wage of $16,172/year, according to a Bureau of Labor Statistics survey.

---ADVANCEMENT OPPORTUNITIES: Some general office clerks advance to clerical positions such as receptionist, typist or secretary. Others are promoted to supervisory positions.

---OUTLOOK: Favorable.
General office clerk is one of the 50 occupations expected to have the largest number of new jobs and total job openings annually in Illinois. Clerks with general training in typing, bookkeeping, business math, and office machine operations should find excellent job opportunities. Familiarity with word processing is very important. Opportunities should be excellent.

'Occupational Outlook Handbook,' (1990-91 Edition), p. 256.

See OCC 1418 in *HORIZONS* for a full description.

Data Entry Operators

Data entry operators use machines similar to typewriters to transcribe information into a usable form for the computer.

Employers: Manufacturers, wholesale and retail companies, banks, government agencies, insurance companies and data processing firms.

---WAGES: Average entry rates range from $13,000-$15,000/year. According to a national survey, data entry operators earned salaries ranging from $13,500-$18,000/year in 1990 depending upon company size. Data entry operators working for the State of Illinois in 1991 earned $13,848-$19,320/year. In 1988, data entry operators in the Chicago-area earned $13,520-$17,836/year.

---ADVANCEMENT OPPORTUNITIES: Opportunities for advancement are limited. A worker with several years of demonstrated experience may be promoted to a supervisory position.

---OUTLOOK: Somewhat favorable.
Depends on changes in data processing technology. As the technology develops, continued growth is expected in the use of computers, especially by small businesses. Demand for data entry operators will grow. High turnover also creates openings. Prospects are best for applicants who are familiar with several forms of data entry and who are willing to work evenings, nights, and split shifts.

'Occupational Outlook Handbook,' (1990-91 Edition), p. 282.
'Encyclopedia of Careers and Vocational Guidance,' (8th Ed., Vol. 3), pp. 29-32.

For more information, write to:

American Federation of Information Processing Societies
1899 Preston White Drive
Reston, VA 22091

See OCC 1438 in *HORIZONS* for a full description.

Accounting and Statistical Clerks

Accounting and statistical clerks prepare numerical records for reports, research, financial statements, and payroll use. Statistical clerks collect and record data to be analyzed for decision making in various organizations. Duties may involve summarizing data on time sheets, compiling sales records, computing figures using formulas, preparing graphs and tables, and sorting, coding, and filing various kinds of information. Accounting clerks maintain records of accounts for businesses by updating their daily transactions. Duties may include recording, compiling, and tabulating financial transactions using adding machines, calculators, or computer equipment.

Employers: Manufacturers, businesses, insurance firms, government agencies, and financial institutions.

---WAGES: Vary with employer and amount of training and/or experience. In 1990, the average entry rate for accounting and statistical clerks was between $13,000 and $15,000/year. A 1990 national survey by the Bureau of Labor Statistics indicates an average salary for statistical clerks of $22,204/year. Accounting clerks working for the State of Illinois earned between $15,816 and $21,024/year in 1991.

---ADVANCEMENT OPPORTUNITIES: Accounting and statistical clerks advance to more responsible positions as they gain experience on the job. Some are promoted to supervisory positions.

---OUTLOOK: Somewhat favorable.
Increasing use of computers to collect and process information will continue to limit growth in these occupations. Large numbers of persons are completing educational programs in accounting and bookkeeping. Competition may be keen. Data from the Illinois Department of Employment Security indicate that accounting clerks will be among the 50 occupations with the greatest number of total job openings each year through 2000.

'Occupational Outlook Handbook,' (1990-91 Edition), pp. 255, 453.
'Encyclopedia of Careers and Vocational Guidance,' (8th Ed., Vol. 3), pp. 5-8, 89-92.

See OCC 1619 in *HORIZONS* for a full description.

Office Managers

Office managers organize and supervise office operations and procedures necessary to conduct business. Typical duties include supervising office operations, coordinating work schedules, and maintaining personnel, financial and other office records.

Employers: Business, industrial, manufacturing and governmental organizations.

---WAGES: Vary with employment site, training and experience. According to a 1990 wage/salary survey conducted by the Northern Illinois Industrial Association, administrative assistants in the Chicago-area earned an average salary of about $24,800/year. Office administrators working for the State of Illinois earned between $16,900 and $34,610/year in 1991. Nationally, in 1989, average salary for clerical supervisors was $25,480/year.

---ADVANCEMENT OPPORTUNITIES: Those with determination, poise, confidence, high motivation, and the ability to motivate others are most likely to find advancement opportunities.

---OUTLOOK: Somewhat favorable.
According to the Illinois Department of Employment Security, office managers will be among the 50 occupations expected to have the greatest number of new jobs and total job openings each year. Many of these will occur as workers leave the labor force. Opportunities for qualified people should be good. Nationally, this occupation is expected to grow about as fast as the average for all occupations through the year 2000.

'Occupational Outlook Handbook,' (1990-91 Edition), p. 250.

For more information, write to:

National Management Association
2210 Arbor Boulevard
Dayton, OH 45439

See OCC 1411 in *HORIZONS* for a full description.

Secretaries

Secretaries perform a variety of clerical tasks and assume some administrative duties to keep an office running smoothly. Their chief purpose is to save the employer's time by organizing office functions and taking over some administrative details. Duties include scheduling appointments, screening telephone calls, welcoming visitors, filing, typing and transcribing.

Employers: Government, business and industry.

---WAGES: Vary with employment setting, geographic location, responsibilities, skill and experience. Nationally, secretaries earn average salaries ranging from about $17,810-$29,350/year. According to an Administrative Management Society survey, secretaries earned an average salary of $21,800/year in 1990. Secretaries working for the State of Illinois in 1991 earned from $18,144-$31,140/year. In the Chicago area, salaries ranged from $20,072-$27,092/year in 1990. In the St. Louis area wages ranged from about $18,148-$27,118/year in 1990. Legal secretaries working in major cities earned salaries ranging from $18,456-$24,756/year.

---ADVANCEMENT OPPORTUNITIES: Secretaries generally advance through promotions to more responsible secretarial positions. Passing a series of examinations to obtain the Certified Professional Secretary (CPS) rating can enhance a secretary's opportunity for advancement. Others may be promoted to positions such as administrative assistant, clerical or secretarial supervisor, and office manager.

---OUTLOOK: Somewhat favorable.
Secretarial work is one of 50 occupations having the largest number of new jobs and total job openings each year in Illinois. The outlook will depend on the Illinois economy and the level of government and business activity. Prospects are excellent for those with special skills such as bookkeeping or training in medical or legal terms.

'Occupational Outlook Handbook,' (1990-91 Edition), p. 276.
'Encyclopedia of Careers and Vocational Guidance,' (8th Ed., Vol. 3), pp. 81-85.

For more information, write to:

Professional Secretaries International
10502 NW Ambassador Drive
P.O. Box 20404
Kansas City, MO 64195-0404

See OCC 1442 in *HORIZONS* for a full description.

Bookkeepers

Bookkeepers maintain complete sets of financial records needed for effective business management. Duties may include preparing summary statements and/or customers' bills; making entries from sales slips, invoices, check stubs and requisitions; balancing the books and preparing summary reports. Bookkeepers may also do some general office work.

Employers: Retail stores, wholesale firms, factories, banks and insurance companies are major employers.

---WAGES: Nationally, average entry rates are about $14,000/year for qualified bookkeepers. The national average salary in 1990, according to a survey conducted by the Bureau of Labor Statistics, was $17,576/year. Bookkeepers working for the State of Illinois in 1991 earned between $13,848 and $19,320/year. Supervisors earned between $16,728 and $20,976/year.

---ADVANCEMENT OPPORTUNITIES: Bookkeepers advance to more responsible assignments as they gain experience on the job. Some are promoted to supervisory positions.

---OUTLOOK: Somewhat favorable.
The outlook depends on the economy, replacement needs, and continued use of bookkeeping services in public and private organizations. In the long run, employment in this occupation is expected to decline slightly. Computers and bookkeeping machines increasingly perform routine bookkeeping functions. This will continue to slow the demand for bookkeepers. Most job openings occur because of the need to replace bookkeepers who leave the occupation. Many positions require some skill at operating computers.

'Occupational Outlook Handbook,' (1990-91 Edition), p. 255.
'Encyclopedia of Careers and Vocational Guidance,' (8th Ed., Vol. 3), pp. 5-8.

See OCC 1616 in *HORIZONS* for a full description.

Computer Operators

Computer operators load, monitor, and run computers to process data according to operating instructions. Duties include loading magnetic tapes, discs, and keypunched cards, observing the machines for stoppage or faulty output, and retrieving printouts.

Employers: Research, banking, insurance, wholesale and retail firms, transportation and public utility firms, government agencies, public school systems, electronics firms, colleges and universities.

---WAGES: According to a national 1988 Bureau of Labor Statistics survey, average salaries range from $15,036/year at entry to $30,900/year with experience. Computer operators working for the Illinois state government in 1991 earn between $14,628 and $25,224/year. A 1990 Chicago area survey showed average salaries ranging from $19,760 to $26,260/year. In 1990, St. Louis area salaries ranged from $16,744-$24,180/year.

---ADVANCEMENT OPPORTUNITIES: Computer operators may advance to operate more complex computer equipment. Others may be promoted to supervisory positions. Some employers select experienced operators for additional training so they may assume positions as computer programmers.

---OUTLOOK: Favorable.
Employment of computer operators is expected to rise faster than the average for all occupations in the nation. This growth is a result of expansion of the use of micro-computers in business. Opportunities for qualified people will be excellent.

'Occupational Outlook Handbook,' (1990-91 Edition), p. 251.
'Encyclopedia of Careers and Vocational Guidance,' (8th Ed., Vol. 3), pp. 19-23.

For more information, write to:

Association for Computer Operations Management
742 E. Chapman Avenue
Orange, CA 92666

See OCC 2356 in *HORIZONS* for a full description.

Legal Assistants

Legal assistants (also known as paralegals) assist lawyers in the performance of legal services. Working under the direction of a lawyer, duties include researching and interpreting law sources, interviewing clients for information, and preparing legal documents.

Employers: Law firms, government agencies, private companies, and professional trade associations.

---WAGES: In 1991, legal research assistants working for the State of Illinois earned from $18,924-$29,652/year. According to a Bureau of Labor Statistics survey, legal assistants earned an average salary of about $24,700/year in 1990. In 1988, according to a survey conducted by the National Association of Legal Assistants, the annual salary of a beginning legal assistant averaged $20,900. A legal assistant with 3 to 5 years of experience was paid an average of $24,200 a year. Those with over 10 years of experience earned $28,500 annually.

---ADVANCEMENT OPPORTUNITIES: Experienced legal assistants working for large law firms, corporate legal departments and government agencies, may supervise other legal assistants. Advancement opportunities include promotion to managerial and other law-related positions within the firm. Some legal assistants specialize in one area of law and go into business for themselves. They often contract their services to many lawyers.

---OUTLOOK: Very favorable.
Employment of legal assistants has grown tremendously since this occupation emerged in the 1960's. It is expected to continue to increase significantly in the nation and in Illinois through 2000. In addition to opportunities in private law firms, much of this increase will occur in community legal programs that provide assistance to the poor, minorities, and middle income families. Currently, there is a balance between the number of expected job openings and people completing training programs in legal assisting. Competition will become stiffer in the future.

'Occupational Outlook Handbook,' (1990-91 Edition), p. 221.
'What is a Legal Assistant,' National Association of Legal Assistants, Inc., 1601 South Main St., Suite 300, Tulsa, OK 74119.
'Encyclopedia of Careers and Vocational Guidance,' (8th Ed., Vol. 2), pp. 355-358.

For more information, write to:

American Bar Association
Standing Committee on Legal Assistants
750 N. Lake Shore Dr.
Chicago, IL 60611

See OCC 8433 in *HORIZONS* for a full description.

Computer Programmers

Computer programmers write programs and other instructions which enable computers to perform desired tasks. They first decide what information will be needed to solve a problem. Next, they prepare a flowchart or description to outline the machine operations in general terms. Using the flowchart, they write complete, step-by-step instructions for the computer. The program is then tested, errors are corrected, and procedures are recorded.

Employers: Wholesale and retail businesses, banking and insurance firms, government agencies, electronics and other manufacturers, transportation and public utilities, research organizations, colleges and public school systems.

---WAGES: Salaries of computer programmers working for the State of Illinois in 1991 range from $19,776-$43,728/year. In the Chicago area, 1990 median salaries ranged from $28,418-$35,750/year. In 1990, St. Louis area median salaries ranged from $24,960-$32,500/year. According to a 1990 national survey, average salaries for computer programmers were between $21,500 and $33,000/year.

---ADVANCEMENT OPPORTUNITIES: In large organizations, opportunities are good for programmers who want to advance to lead programmers with supervisory responsibilities. Some programmers are promoted to systems programmers after they gain experience and complete additional training. Others advance to managerial positions such as programming or data systems department managers. Both applications programmers and systems programmers may advance into management positions.

---OUTLOOK: Favorable.
Nationally, employment for computer programmers is expected to grow much faster than the average for all occupations. More people are completing educational programs in the state than there are expected job openings. As a result, employers have become more selective. Increased use of computers in business, government, medicine, and education and improved, user-friendly languages will require programmers to write less general and more industry-specific programs. Opportunities will be best for college graduates with a major in computer science and experience or training in an applied field such as accounting, engineering or science.

'Occupational Outlook Handbook,' (1990-91 Edition), p. 215.
'Encyclopedia of Careers and Vocational Guidance,' (8th Ed., Vol. 2), pp. 125-129.
'A Look Into Computer Careers,' is a free booklet to acquaint students with employment opportunities in the micro-electronic field. Send a self-addressed, stamped envelope to American Federation of Information Processing Societies, 1899 Preston White Dr., Reston, Virginia, 22091.

For more information, write to:

Institute for the Certification of Computer Professionals
2200 East Devon Ave., Suite 268
Des Plaines, IL 60018

See OCC 2354 for a full description.

Possible Occupational Outcomes
of

Manufacturing and Industrial Tech Prep Programs

includes:

- Electronics Assemblers
- Drafters
- Tool & Die Makers
- Welders
- Engineering Technicians
- Millwrights
- Production Assemblers
- Quality Control Inspectors
- Machinists
- Electronics Technicians
- Industrial Engineering Technicians
- Robotics Technicians

Entry-Level Wages
and
Average Salary

Employment
Outlook

Advancement
Opportunities

prepared by:
Illinois Occupational Information Coordinating Committee
217 East Monroe, Suite 203
Springfield, Illinois 62706
(217) 785-0789

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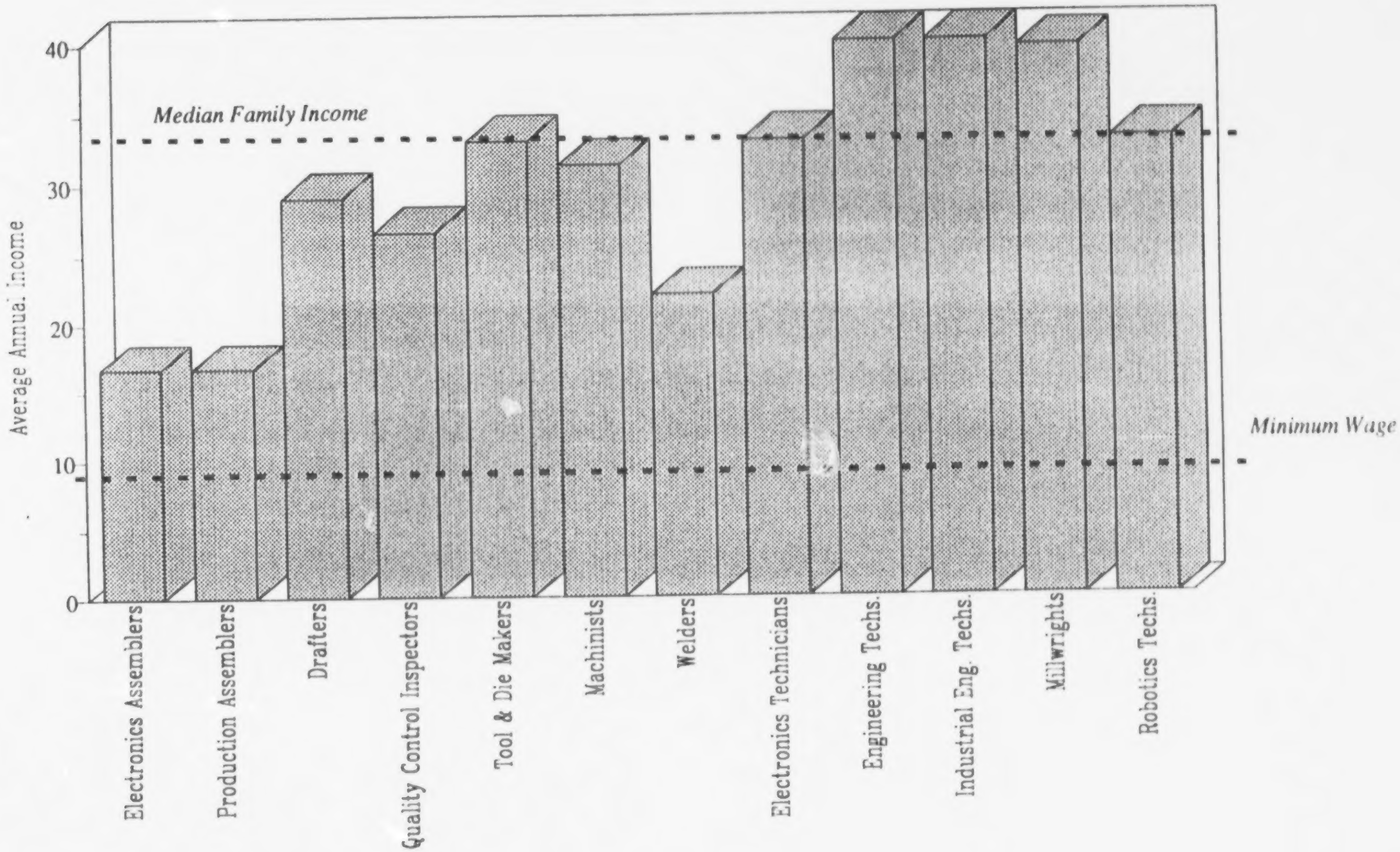
other IOICC member agencies

Manufacturing Technology Career Track

Occupational Outcome	*Entry-Level Wage*	*Outlook*	*Comments*
Entry Level After Completing High School:			
Electronics Assemblers	$5.50/hour	Unfavorable	However, a few job openings will arise to replace some of those who leave the occupation.
Production Assemblers	$5.50/hour	Somewhat Favorable	Slight growth and replacement of those who leave the occupation will create some job openings.
Entry Level After Completing Certificate Training:			
Drafters	$8.75/hour	Somewhat Favorable	Openings will result from the need to replace those who leave the labor force.
Quality Control Inspectors	$7.70/hour	Favorable	Steady growth in manufacturing industries and in government regulatory programs.
Tool and Die Makers	$11.50/hour	Somewhat Favorable	Replacement of those who leave this occupation will create a number of job openings.
Machinists	$9.75/hour	Somewhat Favorable	Slow growth and the need to replace workers who leave the labor force will result in some job openings.
Welders	$8.00/hour	Unfavorable	Competition will be keen. Those who have skills with alloys and new metals will fare best.
Electronics Technicians	$10.75/hour	Favorable	Above average growth in the demand for computers and communication equipment.
Entry Level After Completing Associate Degree:			
Engineering Technicians	$9.75/hour	Favorable	Faster than average growth. Opportunities should be good for qualified technicians.
Industrial Engineering Technicians	$9.75/hour	Favorable	Competition may be stiff. Some may need to relocate.
Millwrights	$11.50/hour	Favorable	Average growth in the amount of manufacturing and construction machinery installation and repair.
Robotics Technicians	$12.50/hour	Favorable	Faster than average growth as more firms use robots in their manufacturing process in order to compete in the world market.

Average Salaries for Manufacturing Tech Prep Occupations



Note: Average Annual Salaries are for experienced workers and may vary by labor market.
Median Family Income is $34,213 per household in 1989 as reported by the U.S. Dept. of Commerce.

Electronics Assemblers

Electronics assemblers wire and assemble components to make electronic products. These workers follow blueprints and wiring diagrams to put together electronic equipment such as computers, calculators, radios and televisions. They may also assemble fiber optics equipment. They use test meters, precision measuring instruments, and a variety of hand and power tools to do their work. In the future, robots may do this work.

Employers: Electronics manufacturing firms, manufacturers of communications equipment.

---WAGES: In Illinois, the entry rate in 1989 was between $5.00 and $6.00/hour. A 1990 Chicago wage survey reported average wages between $7.31 and $9.97/hour. The national average wage in 1990 was about $8.00/hour.

---ADVANCEMENT OPPORTUNITIES: Electronics assemblers may become inspectors, group leaders, or supervisors. They do this by learning all details of the work, gaining additional skill and knowledge in the different phases of the manufacturing process, and attending training meetings offered by the employer. Knowledge of electronics and of the company's product, good communication skills, and having worked on product quality control on the assembly line are all factors leading to advancement.

---OUTLOOK: Unfavorable.
Depends on expansion of manufacturing industries producing electronic components, instruments and equipment used in medicine, aerospace and other industries. Competition from foreign companies has greatly affected many of these industries in the nation.

'Occupational Outlook Handbook,' (1990-91 Edition), p. 456.
'Encyclopedia of Careers and Vocational Guidance,' (8th Ed., Vol. 3), pp. 573-576.

See OCC 5686 in *HORIZONS* for a full description.

Production Assemblers

Production assemblers perform one or more assembly operations to mass produce goods such as refrigerators, automobiles, and bicycles. Assemblers may bolt, screw or cement parts together by hand or use hand tools or power tools. This job often involves tending machines such as presses, riveters, and resistance welders. Operations often include force fitting or fastening on an assembly line.

Employers: Various manufacturers such as automobile, aircraft and electronics industries.

---WAGES: A 1990 Chicago-area wage/salary survey reported average wages ranging from $7.31-$9.97/hour. Nationally, assemblers salaries averaged $8.00/hour in 1990.

---ADVANCEMENT OPPORTUNITIES: Advancement opportunities are limited. Some assemblers become skilled inspectors or supervisors. Others who have blueprint reading skills may advance to skilled assemblers.

---OUTLOOK: Somewhat favorable.
Depends on the stability of the manufacturing industry, technological change, and increased automation. Some manufacturing firms choose to 'outsource' their assembly functions to countries where labor is cheaper. Nationally, employment of assemblers is expected to decline during the 1990's. In Illinois, however, employment of assemblers is expected to show slight growth through 2000.

'Occupational Outlook Handbook,' (1990-91 Edition), p. 386.
'Encyclopedia of Careers and Vocational Guidance,' (8th Ed., Vol. 3), pp. 573-576.

See OCC 5966 in *HORIZONS* for a full description.

Drafters

Drafters translate the ideas and rough sketches of engineers, architects, and scientists into detailed drawings which enable other workers to manufacture the product or construct the project. Their duties may include interpreting directions given to them, making sketches, preparing drawings to scale, and specifying details. They utilize various drafting tools, engineering practices and math to complete drawings. Many drafting tasks are now done with the use of computers.

Employers: Engineering and architectural firms, electronics firms, metals, machinery, and construction companies, and government agencies.

---WAGES: Average entry wages in private industry were about $18,000/year in 1990. Experienced drafters earned between $22,000 and $29,000/year. In the Chicago area in 1990, salaries averaged $23,088-$36,218/year. In the St. Louis area, they averaged $17,082-$27,560/year. The national average salary for drafting occupations was $25,948/year.

---ADVANCEMENT OPPORTUNITIES: Junior drafters may advance to positions requiring more skill and experience such as checkers, detailers, senior drafters, designers, or supervisors. Drafters often move into related positions. These include technical report writers, sales engineers, production foremen, and installation technicians.

---OUTLOOK: Somewhat favorable.
Nationally, average employment growth is expected for drafters. A slight decline in overall employment for drafters is projected in Illinois. Even though little or no growth is expected, openings will result each year from the need to replace drafters who transfer to other occupations or leave the labor force. Opportunities will be best for those trained in the use of computer-aided drafting systems and electronic drafting equipment. There are more people completing educational programs in drafting than there are expected job openings. Employers prefer applicants with training beyond secondary school. Opportunities should be excellent for those with advanced training.

'Occupational Outlook Handbook,' (1990-91 Edition), p. 217.
'Encyclopedia of Careers and Vocational Guidance,' (8th Ed., Vol. 2), pp. 177-181.

See OCC 2484 in *HORIZONS* for a full description.

Quality Control Inspectors

Quality control inspectors examine products to ensure that set standards are met. They take measurements, look for visible defects and perform tests. They may use testing equipment, keep records, summarize statistical data and write reports. When the product quality does not meet minimum standards, inspectors can recommend improvements in operating methods. These changes may lead to higher quality products and/or lower production costs.

Employers: Large firms that manufacture chemicals, food products, etc., construction companies, and government agencies.

---WAGES: Entry wages for manufacturing quality control inspectors average between $14,000 and $18,000/year. A 1990 survey of the Chicago area reported ranges of $17,120-$22,880/year. A survey conducted by the Bureau of Labor Statistics states that the national average in 1990 was $30,264/year.

---ADVANCEMENT OPPORTUNITIES: Quality control inspectors may advance to more responsible positions as they gain experience. Some are promoted to supervisory positions. Those with exceptional abilities and additional education may advance to professional positions.

---OUTLOOK: Favorable.
Employment growth for quality control inspectors is expected to grow about as fast as the average for all occupations through the year 2000. Steady growth in the construction and manufacturing industries and increased growth in government regulatory programs and spending will be the major factors.

'Occupational Outlook Handbook,' (1990-91 Edition), p. 41.
'Careers in the Quality Sciences,' free from the American Society for Quality Control, 310 W. Wisconsin Avenue, Milwaukee, Wisconsin 53203.
'Encyclopedia of Careers and Vocational Guidance,' (8th Ed., Vol. 4), pp. 247-252.

For more information, write to:

American Society for Quality Control
310 West Wisconsin Avenue
Milwaukee, WI 53203

See OCC 2672 in *HORIZONS* for a full description.

Tool and Die Makers

Tool and die makers operate machine tools and instruments to produce metal and plastic devices such as gauges, jigs and fixtures which are used in the manufacturing process. They make hand tools for machinists as well as tools used on machines to cut, shape, mold and guide metal. To determine the type of tool or die needed, they study blueprints and drawings. They also decide on the kind of metal to be used. They then measure and mark the metal for shaping by the machine. Tool and die makers use lathes, grinders, drill presses, and milling machines to shape the metal. Die makers make metal forms (dies) to shape metal in stamping and forging operations. In the future they may use computers, robots, and lasers to do this work.

Employers: Manufacturers of metal working machinery, tools and dies, automobiles, electrical machinery and fabricated metal products.

---WAGES: A 1990 survey reported average wages of $15.54/hour in the Chicago area and $17.78/hour in the St. Louis area. Nationally, salaries averaged $28,964/year in 1990.

---ADVANCEMENT OPPORTUNITIES: Experienced tool and die makers may become supervisors or superintendents. Some advance to tool designers, testers, or inspectors. Those who can raise the required capital may begin their own tool and die shops.

---OUTLOOK: Somewhat favorable.
Nationally, employment for tool and die makers is expected to increase more slowly than the average for all occupations through 2000. Technological change and a decline in the manufacturing industries have contributed to slow growth in employment in Illinois. In the future, use of numerically (computer) controlled machines in the tool making process may further limit employment. These machines require fewer special tools, jugs and fixtures made by tool and die makers.

'Occupational Outlook Handbook,' (1990-91 Edition), p. 402.
'Encyclopedia of Careers and Vocational Guidance,' (8th Ed., Vol. 3), pp. 561-564.

For more information, write to:

The National Machine Tool Builders
7901 Westpark Drive
McLean, VA 22102

The Tooling and Manufacturing Association
1177 South Dee Road
Park Ridge, IL 60068

See OCC 5462 in *HORIZONS* for a full description.

Machinists

Machinists are highly skilled operators of machine tools that are used to make metal parts. Following blueprints and operating basic metal working power tools, machinists make or repair metal pieces, tools and machines.

Employers: Manufacturing firms such as electronics, and transportation equipment industries, metal fabrication and machine shops.

---WAGES: Apprentices start at about 60-75% of the union journeyperson's rate. In 1991, salaries ranged from $12.95/hour to $22.26/hour, depending on the area of the state. Non-union wages may be slightly lower. A 1990 survey reported an average wage of $15.14/hour in the Chicago area and $16.01/hour in the St. Louis area. Nationally, average salary was $25,272/year in 1990.

---ADVANCEMENT OPPORTUNITIES: Experienced machinists may advance by specializing as tool and die makers or instrument makers. Those who work for large production shops may become setup operators or layout workers. Some may be promoted to shop supervisors or superintendents. Those who can raise the required capital may open their own shops.

---OUTLOOK: Somewhat favorable.
Nationally, employment of machinists is expected to grow more slowly than the average for all occupations through 2000. Outlook depends on replacement of those who leave the occupation, technological change, and the amount of new machinery and machinery repairs needed by manufacturing industries.

'Occupational Outlook Handbook,' (1990-91 Edition), p. 394.
'Encyclopedia of Careers and Vocational Guidance,' (8th Ed., Vol. 3), pp. 538-542.

For more information, write to:

The Tooling and Manufacturing Association
1177 South Dee Road
Park Ridge, IL 60068

See OCC 5464 in *HORIZONS* for a full description.

Tool and Die Makers

Tool and die makers operate machine tools and instruments to produce metal and plastic devices such as gauges, jigs and fixtures which are used in the manufacturing process. They make hand tools for machinists as well as tools used on machines to cut, shape, mold and guide metal. To determine the type of tool or die needed, they study blueprints and drawings. They also decide on the kind of metal to be used. They then measure and mark the metal for shaping by the machine. Tool and die makers use lathes, grinders, drill presses, and milling machines to shape the metal. Die makers make metal forms (dies) to shape metal in stamping and forging operations. In the future they may use computers, robots, and lasers to do this work.

Employers: Manufacturers of metal working machinery, tools and dies, automobiles, electrical machinery and fabricated metal products.

---WAGES: A 1990 survey reported average wages of $15.54/hour in the Chicago area and $17.78/hour in the St. Louis area. Nationally, salaries averaged $28,964/year in 1990.

---ADVANCEMENT OPPORTUNITIES: Experienced tool and die makers may become supervisors or superintendents. Some advance to tool designers, testers, or inspectors. Those who can raise the required capital may begin their own tool and die shops.

---OUTLOOK: Somewhat favorable.
Nationally, employment for tool and die makers is expected to increase more slowly than the average for all occupations through 2000. Technological change and a decline in the manufacturing industries have contributed to slow growth in employment in Illinois. In the future, use of numerically (computer) controlled machines in the tool making process may further limit employment. These machines require fewer special tools, jugs and fixtures made by tool and die makers.

'Occupational Outlook Handbook,' (1990-91 Edition), p. 402.
'Encyclopedia of Careers and Vocational Guidance,' (8th Ed., Vol. 3), pp. 561-564.

For more information, write to:

The National Machine Tool Builders
7901 Westpark Drive
McLean, VA 22102

The Tooling and Manufacturing Association
1177 South Dee Road
Park Ridge, IL 60068

See OCC 5462 in *HORIZONS* for a full description.

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Welders

Welders use heat to permanently join pieces of metal in order to make parts used in a variety of products and construction projects. They control this process by properly concentrating the heat from a gas torch or electric arc and by using metal rods to supply extra metal.

Employers: Metal products, transportation equipment, construction, machinery, machine shops and the mining industry.

---WAGES: Vary widely with the skill level, welding specialty, and employment site. A 1990 Chicago Wage/Salary Survey reports average wages of $8.86-$10.65/hour. Nationally, welders earned an average salary of about $10.58/hour in 1990.

---ADVANCEMENT OPPORTUNITIES: Skilled welders may specialize in a particular type of gas or arc welding. Others may become combination welders. Some may advance to supervisors, welding inspectors, or welding instructors.

---OUTLOOK: Unfavorable.
Nationally, a decline in the employment of welders is anticipated. Little growth in employment for welders is projected for Illinois through 2000. The increased use of robotics and lasers will contribute to this limited growth. Opportunities will be best for welders who are able to weld alloys and some of the new metals. Welders seeking their first jobs may face keen competition from experienced welders who are unemployed.

'Occupational Outlook Handbook,' (1990-91 Edition), p. 404.
'Encyclopedia of Careers and Vocational Guidance,' (8th Ed., Vol. 3), pp. 718-723.
'Focus on Your Future,' a free pamphlet available from the American Welding Society, 550 NW LeJeune Road, Miami, Florida 33126.

See OCC 5492 in *HORIZONS* for a full description.

Electronics Technicians

Electronics technicians use engineers' plans to design and develop electronic equipment and electrical machinery. They may work in research, development, quality control, design, production or sales. They work on radios, televisions, machine controls, computers, robots, radar or sonar. Technicians use information from blueprints and detailed drawings to test, adjust, and inspect products. They insure that set standards and specifications have been met. Some electronics technicians help in the development of electronic products. Other technicians are responsible for repairing and servicing defective equipment.

Employers: Electrical and electronics manufacturing industries, government, public utilities, and telephone companies. Nationally, the military is a major employer.

---WAGES: The average 1990 salary was $36,218/year in the Chicago area and $32,552/year in the St. Louis area. Electronics technicians working for the Illinois state government in 1991 earned between $22,524 and $29,292/year. Salaries for technicians with at least five years of experience average approximately $30,000 per year.

---ADVANCEMENT OPPORTUNITIES: As electronics technicians gain experience, they are generally given more responsible assignments. Experienced technicians may advance to supervisory positions. Those with exceptional abilities and additional training may be promoted to professional positions.

---OUTLOOK: Favorable.
The need for technicians will grow as the demand for computers, communications equipment, and other electronics equipment increases. Nationally, above average growth is projected for this occupation through 2000.

'Occupational Outlook Handbook,' (1990-91 Edition), p. 219.
'Encyclopedia of Careers and Vocational Guidance,' (8th Ed., Vol. 4), pp. 173-178.

For more information, write to:

International Society of Certified Electronics Technicians
2708 W. Berry, Suite 3
Fort Worth, TX 76109

See OCC 5668 in *HORIZONS* for a full description.

Engineering Technicians

Engineering technicians assist engineers in the planning, research and development of engineering projects or products. They may prepare drawings, search records, inspect projects or products, and write reports.

Employers: Manufacturers, government agencies, and private consulting firms.

---WAGES: Engineering technicians working for the State of Illinois in 1991 earned from $18,036-$36,912/year, depending on the amount of experience. Nationally, in 1989, average salaries for engineering technicians ranged from about $20,000 to $44,999/year, according to a survey conducted by the American Society of Certified Engineering Technicians (ASCET). Salaries depend on the amount of experience.

---ADVANCEMENT OPPORTUNITIES: Engineering technicians usually start out doing routine work under the supervision of an experienced engineer. They are given more difficult assignments and less supervision as they gain experience. Some eventually become supervisors, and a few, engineers.

---OUTLOOK: Favorable.
Prospects depend on research and development activities in industries and agencies designing complex products and processes. Nationally, employment for engineering technicians is expected to increase faster than the average for all occupations. Qualified technicians should experience good employment opportunities.

'Occupational Outlook Handbook,' (1990-91 Edition), p. 219.

For more information, write to:

American Society of Certified Engineering Technicians
P.O. Box 371474
El Paso, TX 79937

See OCC 2451 in *HORIZONS* for a full description.

Industrial Engineering Technicians

Industrial engineering technicians assist industrial engineers with problems involving efficient use of personnel, materials, and machines to produce goods and services. They prepare layouts of machinery and equipment and prepare charts, graphs, and diagrams to illustrate workflow. They observe workers perform tasks and make recommendations on revisions of methods of operation, alteration of equipment, plant layout and safety procedures to increase worker production and to improve standards. Technicians also perform statistical studies and analyze production costs.

Employers: Manufacturing firms, insurance companies, banks, construction and mining companies, hospitals, colleges and universities, governmental agencies, and public utilities.

---WAGES: Engineering technicians working for the State of Illinois in 1991 earned from $18,036-$36,912/year. Nationally, in 1989, engineering technicians earned average salaries ranging from $20,000-$44,999/year, according to a survey conducted by the American Society of Certified Engineering Technicians (ASCET).

---ADVANCEMENT OPPORTUNITIES: Industrial engineering technicians are often promoted to advanced positions. Such positions include production supervisors, plant-layout engineers, quality control managers, and chief industrial engineers.

---OUTLOOK: Favorable.
Nationally, employment of industrial engineering technicians is expected to increase faster than the average for all occupations. Competition for job openings may be stiff. Some qualified persons may need to relocate to find jobs in this occupation.

'Occupational Outlook Handbook,' (1990-91 Edition), p. 219.
'Encyclopedia of Careers and Vocational Guidance,' (8th Ed., Vol. 4), pp. 188-192.

For more information, write to:

American Society of Certified Engineering Technicians
P.O. Box 371474
El Paso, TX 79937

See OCC 2454 in *HORIZONS* for a full description.

Millwrights

Millwrights install and repair industrial machinery. Millwrights assemble new machinery based on blueprints. Maintenance mechanics, also known as industrial machine repairers, keep equipment in sound operating condition. Millwrights may have to take apart old machinery, construct foundations to support new machinery, and bolt, rivet or weld the machinery to these foundations. They fit bearings, align gears and wheels, attach motors and connect belts. They install industrial robots or other parts of a computer-aided manufacturing system. Maintenance mechanics do preventive maintenance. They clean parts, repair and replace parts when they break down and test equipment once it is fixed.

Employers: Metal-working, chemical, transportation industries, public utilities, and construction firms.

---WAGES: Nationally, in 1990, millwrights averaged $13.75/hour, according to a Bureau of Labor Statistics survey. Prevailing wage in Illinois for millwrights ranged from $15.09 to $20.86/hour in 1991. Most millwrights belong to unions. A 1990 Chicago-area wage survey reports salaries for maintenance mechanics and millwrights in manufacturing firms average between $12.64-$18.00/hour. A 1990 St. Louis wage survey reports salaries for maintenance mechanics averaged between $11.50-$14.47/hour. Millwrights averaged from $14.46-$17.66/hour.

---ADVANCEMENT OPPORTUNITIES: Advancement for millwrights usually is in the form of higher wages. Some are promoted to assignments with greater responsibilities. Others advance to supervisory positions.

---OUTLOOK: Favorable.
Employment growth for millwrights in the nation is projected to be about the same as the average for all occupations through the year 2000. The long-term outlook depends on the amount of manufacturing and construction activity requiring machinery installation and repair.

'Occupational Outlook Handbook,' (1990-91 Edition), p. 352.
'Encyclopedia of Careers and Vocational Guidance,' (8th Ed., Vol. 3), pp. 542-544.

See OCC 3142 in *HORIZONS* for a full description.

Robotics Technicians

Robotics technicians perform a wide variety of tasks relating to the design, development, production, testing, operation, and maintenance of robots and robotic devices. Some technicians review diagrams and blueprints, and draft drawings of equipment parts. They conduct tests on robotic equipment, and analyze and record the test results. Many technicians install robots and program them to perform specified tasks. They monitor robotic activities, identify problems and make necessary repairs. They may train others in the installation, use and maintenance of robots.

Employers: Major employers include the automotive industry, engineering firms, and fabricated metal and electronic precision instrument manufacturers.

---WAGES: Nationally, entry-level salaries range from about $16,000-$20,000/year. Experienced robotics technicians earn wages ranging from $20,000-$30,000/year. In Illinois, individuals working in the automotive industry who set up and service robotic equipment earn a starting salary ranging from about $11.50-$13.40/hour in 1991. With experience they receive around $13.50-$15.80/hour.

---ADVANCEMENT OPPORTUNITIES: Robotics technicians who have several years of work experience may advance to supervisory positions or become trainers or instructors for other new technicians. Other routes for advancement include becoming a sales representative for a robotics manufacturer or working as an independent contractor for companies using or manufacturing robots.

---OUTLOOK: Favorable.
Nationally, faster than average growth is expected for occupations involving robotics technology. The need to increase U.S. production in order to compete in the world market influences the need for robots. The amount of money that businesses have for the installation of robots also influences the demand for robotics technicians. Most employment will be found in firms that manufacture robots, as well as in major industries that use robots in their manufacturing processes.

'Encyclopedia of Careers and Vocational Guidance,' (8th Edition, Vol. 4), pp. 97-101.
'Occupational Outlook Handbook,' (1990-91 Edition), p. 331.

For more information, write to:
Robotics International of the Society of Manufacturing Engineers
One SME Drive P.O. Box 930
Dearborn, MI 48121

See OCC 3143 in *HORIZONS* for a full description.

ILLINOIS OCCUPATIONAL INFORMATION SYSTEM - MATRIX REPORT

A .: 000 = ILLINOIS STATEWIDE
Cluster : 1063 SECR/INFO PROC/ADMIN SUPPORT

OES OCCUPATION: 55199 SECRETARIES, EXC. LEGAL & MED.

SIC CODE	STANDARD INDUSTRIAL CLASSIFICATION (SIC) TITLE	SIC's PERCENT OF OCC EMPLOYMENT
000	TOTAL, ALL INDUSTRIES	100.00%
825	EDUCATIONAL SERVICES	10.56%
739	MISCELLANEOUS BUSINESS SERVICE	4.16%
508	MACHINERY, EQUIP., & SUPPLIES	3.79%
602	COMMERCIAL & STOCK SVNGS BANKS	3.15%
931	LOCAL GOV'T, EXC. ED. & HOSP.	2.95%
806	HOSPITALS	2.90%
866	RELIGIOUS ORGANIZATIONS	2.77%
893	ACCNTG.,AUDITING,& BOOKKEEPING	2.23%
736	PERSONNEL SUPPLY SERVICES	1.98%
641	INS AGENTS, BROKERS & SERVICES	1.96%
921	STATE GOV'T, EXC. ED. & HOSP.	1.62%
653	REAL ESTATE AGENTS & MANAGERS	1.55%
737	COMPUTER & DATA PROCESS. SVCS.	1.50%
911	FEDERAL GOVERNMENT	1.48%
891	ENGINEERING,ARCHITECT,SURVEYNG	1.36%
633	FIRE, MARINE, AND CASUALTY INS	1.34%
801	OFFICES OF PHYSICIANS	1.29%
21	SECURITY BROKERS AND DEALERS	1.26%
1	ADVERTISING	1.18%
506	ELECTRICAL GOODS	1.09%
861	BUSINESS ASSOCIATIONS	1.03%
152	RESIDENTIAL BLDG. CONSTRUCTION	0.91%
612	SAVINGS AND LOAN ASSOCIATIONS	0.91%
864	CIVIC, SOCIAL, & FRAT. ASSOCS.	0.87%
862	PROFESSIONAL MEMBERSHIP ORGS.	0.80%
171	PLUMBING, HTG, AIR CONDITION.	0.76%
275	COMMERCIAL PRINTING	0.74%
421	TRUCKING, LOCAL & LONG DISTANC	0.72%
531	DEPARTMENT STORES	0.71%
631	LIFE INSURANCE	0.70%
173	ELECTRICAL WORK	0.68%
354	METALWORKING MACHINERY	0.67%
272	PERIODICALS	0.61%
651	REAL EST. OPERATORS & LESSORS	0.61%
671	HOLDING OFFICES	0.60%
179	MISC. SPECIAL TRADE CONTRACT	0.57%
283	DRUGS	0.55%
632	MEDICAL SERVICE AND HEALTH INS	0.55%
519	MISCELLANEOUS NONDURABLE GOODS	0.54%
514	GROCERIES AND RELATED PRODUCTS	0.52%

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514	GROCERIES AND RELATED PRODUCTS	0.52%

Manufacturing Career Track
Rend Lake Tech Prep Area
* Possible Employees

BENTON

Acetylene Gas Company
Attn: Paul W. Koch
Petroff Road
Benton, IL 62812
(618) 439-7207
employment level: 22

Central Illinois Public Utilities
Attn: B.G. Hayes
1403 South Main Street
Benton, IL 62812
(618) 439-7553
employment level: 24
branch office

General Belt Service
Attn: G.L. Prior
R.R.#2, Box 392
Benton, IL 62812
(618) 439-3718
employment level: 22

Gooding Rubber Company
Attn: Dennis D. Monarch
1200 Blakely Street
Benton, IL 62812
(618) 435-8104
employment level: 11

Hobbs and Son
Attn: William Hobbs
(mailing address n/a)
Benton, IL 62812
(618) 439-2761
employment level: 14

Lebco, Inc.
Attn: Gary Beaver
Highway 14 East
Benton, IL 62812
(618) 439-6345
employment level: 25

Marvin Willis District
Highway 37 North
Benton, IL 62812
(618) 439-4783
employment level: 10

West City Mine Supply
Attn: Dallas Johnson
1 Mile West of Town
Benton, IL 62812
(618) 439-6302
employment level: 10

BLUFORD

Built-Mor Buildings
Attn: William Dagg
Off Highway 15
Bluford, IL 62814
(618) 732-8704
employment level: 24

CHRISTOPHER

Towers Mine, Inc.
Attn: C. Thomas Towers
West Market Street
Christopher, IL 62822
(618) 724-4967
employment level: 12

DAHLGREN

Hamilton County Telephone
Attn: David Parkhill
Highway 142 East
Dahlgren, IL 62828
(618) 736-2211
employment level: 19

Wabash Valley Services
Attn: Sam Ochs
Route 2
Dahlgren, IL 62828
(618) 648-2283
employment level: 10

MC LEANSBORO

4 R Corporation
Attn: Richard Rubenacker
State Highway 14/ 1
Mc Leansboro, IL 62859
(618) 643-2124
employment level: 16

Sights & Sounds System
Attn: Tom Mc Kinnis
118 East Market Street
Mc Leansboro, IL 62859
(618) 643-3819
employment level: 11

Sun Transformer Corporation
Attn: Brad Cross
Route 14 West
Mc Leansboro, IL 62859
(618)643-2555
employment level: 12

MOUNT VERNON

A L Lee Corporation
Attn: Jeff Hobs
2304 Industrial
Mount Vernon, IL 62864
(618) 242-6065
employment level: 22

Bennett Metal Products
Attn: James C. Bennett
700 Rackaway Street
Mount Vernon, IL 62864
(618) 244-1911
employment level: 35

Black Ray & Sons
Construction
Attn: Ray Black
13th & Lamar
Mount Vernon, IL 62864
(618) 244-6264
employment level: 35

Decatur Industrial Electric
Attn: Dennis Hazel
1327 Harlan Road
Mount Vernon, IL 61864
(618) 244-1066
employment level: 26

Diesel & Equipment Service
Highway 15
Mount Vernon, IL 62864
(618) 244-0066
employment level: 10

Fairmount Supply Company
Attn: R.D. Brown
1525 Herbert Street
Mount Vernon, IL 62864
(618) 244-5344
employment level: 25

General Signal Corporation
13 Fountain Place
Mount Vernon, IL 62864
(618) 242-0190
employment level: 300

J & N Group Technology
Attn: James M. Henry
2222 South 10th Street
Mount Vernon, IL 62864
(618) 242-3575
employment level: 20

Joy Technologies, Inc.
Attn: Charles Woolbright
#4 Industrial Park Drive
Mount Vernon, IL 62864
(618) 242-3650
employment level: 200

Larco Electronics, Inc.
Attn: Charles Monroe
751 Fairfield Road
Mount Vernon, IL 62864
(618) 242-7944
employment level: 13

Lipps Construction Company
Attn: W. Robert Lipps
1300 George Street
Mount Vernon, IL 62864
(618) 242-0217
employment level: 50

Nutherm International
Attn: Leonard Hinson
501 South 11th Street
Mount Vernon, IL 62864
(618) 244-6000
employment level: 48

Traffic Control Systems
Attn: Robert Silkwood
123 South 10th Street
Mount Vernon, IL 62864
(618) 244-3612
employment level: 13

Tri-County Electric
Attn: Jim Hinman
3906 West Broadway
Mount Vernon, IL 62864
(618) 244-5151
employment level: 50

Wiese Planning & Engineering
Attn: Dennis Bruggeman
1800 Route 37 North
Mount Vernon, IL 62864
(618) 242-4900
employment level: 11

ROYALTON

Jones Hydroblast
Attn: Larry Jones
South Main Street
Royalton, IL 62983
(618) 984-2423
employment level: 12

WEST FRANKFORT

Budmen Hydraulics, Inc.
Attn: Elvis Nolan
301 South Anna Street
West Frankfort, IL 62896
(618) 937-1161
employment level: 10

Central Illinois Public Utilities
Attn: Mike R. Eberhart
805 South Logan
West Frankfort, IL 62896
(618) 932-3155
employment level: 15
branch office

Coal Age Service Corporation
Attn: Earl C. Willis
Industrial Park Road
West Frankfort, IL 62896
(618)937-4645
employment level: 30

J H Service Company
Attn: Kenneth R. Patton
Franklin County Industrial Park
West Frankfort, IL 62896
(618) 937-2471
employment level: 13

Special Mine Service
Attn: Les Huntsman
Country Club Road
West Frankfort, IL 62896
(618) 932-2151
employment level: 57

National Occupational Information Sources

Occupational Outlook Handbook (OOH), 1990-91
Provides detailed information for more than 250 selected occupations. Contains narratives on the nature of work, training and qualifications, job outlook, and earnings.
U.S. Department of Labor/Bureau of Labor Statistics
The 1992/93 edition is scheduled for publication in May, 1992.

Occupational Outlook Quarterly (OOQ)
Periodical designed to keep counselors and education planners abreast of occupational and employment developments.
U.S. Department of Labor/Bureau of Labor Statistics
Subscribe to the Superintendent of Documents.

Dictionary of Occupational Titles (DOT), Fourth Edition, Revised 1991
Provides detailed descriptions for over 12,000 occupations including job titles and job tasks.
U.S. Department of Labor/Employment and Training Administration
The fifth edition is scheduled for publication by the end of 1992.

Vocational Preparation and Occupations (VPO)
A cross-coding document or "crosswalk" among five major classification systems used by federal and state agencies for collecting data on vocational education and occupations.
National Occupational Information Coordinating Committee

Enhanced Guide for Occupational Exploration (EGOE), 1991 Edition
Provides groupings of occupations based on interest factors and also provides world-of-work and career awareness through evaluative questions.
Available from American Guidance Service. Call toll-free (800) 328-2560

Monthly Labor Review
Periodical featuring analytical articles, current statistics, reports on industrial relations, book reviews and other employment-related features.
U.S. Department of Labor/Bureau of Labor Statistics
Subscribe through the Superintendent of Documents.

Outlook 2000
Presents employment projections for the year 2000. Provides estimates of overall economic growth and detailed industry and occupational employment projections.
U.S. Department of Labor/Bureau of Labor Statistics
Outlook 1990-2005 is scheduled to be published in early 1992.

Improved Career Decision Making in a Changing World
Links career development theory, labor market concepts, occupational information resources, career counseling practices and professional development plans.
Available from Garrett Park Press, P.O. Box 190-B, Garrett Park, Maryland 20896.

Jobs for the Future
Provides a guide to evaluating occupations, information on 30 selected occupations and resources to use in researching occupations.
U.S. Department of Labor

Occupational Projections and Training Data, 1990
Provides information on supply and demand conditions and training and qualifications for selected occupations.
U.S. Department of Labor/Bureau of Labor Statistics
The 1992 edition is scheduled for publication in the Spring of 1992.

Military Career Guide
Provides information on employment and training opportunities available in the Army, Navy, Air Force, Marine Corps, and Coast Guard. Order from HQ. U.S. MEPCOM, 2500 Green Bay Road North, Chicago, Illinois 60064
Hotline: 1-(800)-323-0513

Standard Industrial Classification Manual (SIC), 1987
Provides a coding system for classifying, collecting, and disseminating data by industry grouping.
U.S. Department of Commerce/Office of Management and Budget

Classification of Instructional Programs (CIP) - 1990 Edition
Assists in the collection, reporting, and interpretation of data about instructional programs at all educational levels.
U.S. Department of Education/National Center for Education Statistics

U.S. Industrial Outlook, 1991
Provides narrative analyses of more than 350 selected industries, including historical data, current trends, forecasts of future prospects and industry statistical profiles.
U.S. Department of Commerce/Bureau of Industrial Economics

County Business Patterns
First quarter employment and payroll statistics by county and by industry.
U.S. Department of Commerce/Bureau of the Census

The publications listed above may be ordered (unless noted otherwise) through either:

U.S. Government Bookstore
Federal Building, Room 1365
219 South Dearborn Street
Chicago, Illinois 60604
(312) 353-5133

OR

JIST Works, Inc.
720 North Park Avenue
Indianapolis, Indiana 46202-3431
1-800-648-5478

HORIZONS

May 13, 1992

Ms. Betty Musgrave
Tech Prep Project Coordiantor
Franklin Co. Regional Delivery System
202 W. Main Street
Benton, IL 62812

Dear ~~Ms. Musgrave~~: Betty:

Since the end of the school year is quickly approaching we would like to wrap up the HORIZONS Jr. Pilot Project. To assist us in finalizing the project, we would appreciate your returning the *Student Evaluations* as soon as they are complete. We will be compiling these evaluations and provide you with a summary of the results when they are available.

Not only are we concerned in receiving feedback from the students, but also the reaction of the person who actually administered the program. Please complete (or pass along) the enclosed questionnaire and return in to us in the stamped envelope provided. You do not need to return any of the materials that were provided to you as part of this project. However, we ask that you not continue to use the software and would appreciate your disposing of the computer diskettes.

Again, thank you for your participation in this project. The feedback from you and your students will prove invaluable to us as we develop the final version of our junior high career program. We will keep you updated on our progress!

Sincerely,

Deborah Paul

Deborah Paul
Marketing Manager

Enclosure

XIII. SIU ESSENTIAL EMPLOYABILITY SKILLS PILOT PROJECT

Southern Illiniois University

"Essential Employability Skills"
Pilot Project

with

Franklin County Regional Delivery System
TECH PREP Project

Betty Musgrave
(Collaboration Project DAVTE)
202 West Main
Benton, IL 62812

Dear Ms. Musgrave,

SIU has been working in cooperation with the Illinois State Board of Education on the development of an Essential Employability Skills Assessment. Over the past 6 months we have worked with 80 business/industry people from various occupational fields on the identification of approximately 100 employability skills that business/industry would like students entering the job market to possess. Enclosed is a listing of the employability skills that were identified. We have developed approximately 500 multiple choice test questions based on these 100 skills and are now looking for schools, with both vocational and non-vocational students, to serve as test sites. The field test will be used to identify test item usability, difficulty, reliability and validity. All test results will be kept strictly confidential. The information on individual school will be shared only with the school's contact person upon their request.

What we need from individual test sites is a date in which we could test at your school and the number of students participating in the test. The planned dates for field testing is April 20, 1992 through May 22, 1992. Testing procedures can be single class testing or large group testing which ever is preferred by the school. The test will take approximately 50 minutes to complete.

Please contact me with a testing date and the number of students. I can be reached by phone at: (618)453-6986 between the hours of 8:30 a.m. and 4:30 p.m. or by mail.

Thank you for your time and interest.

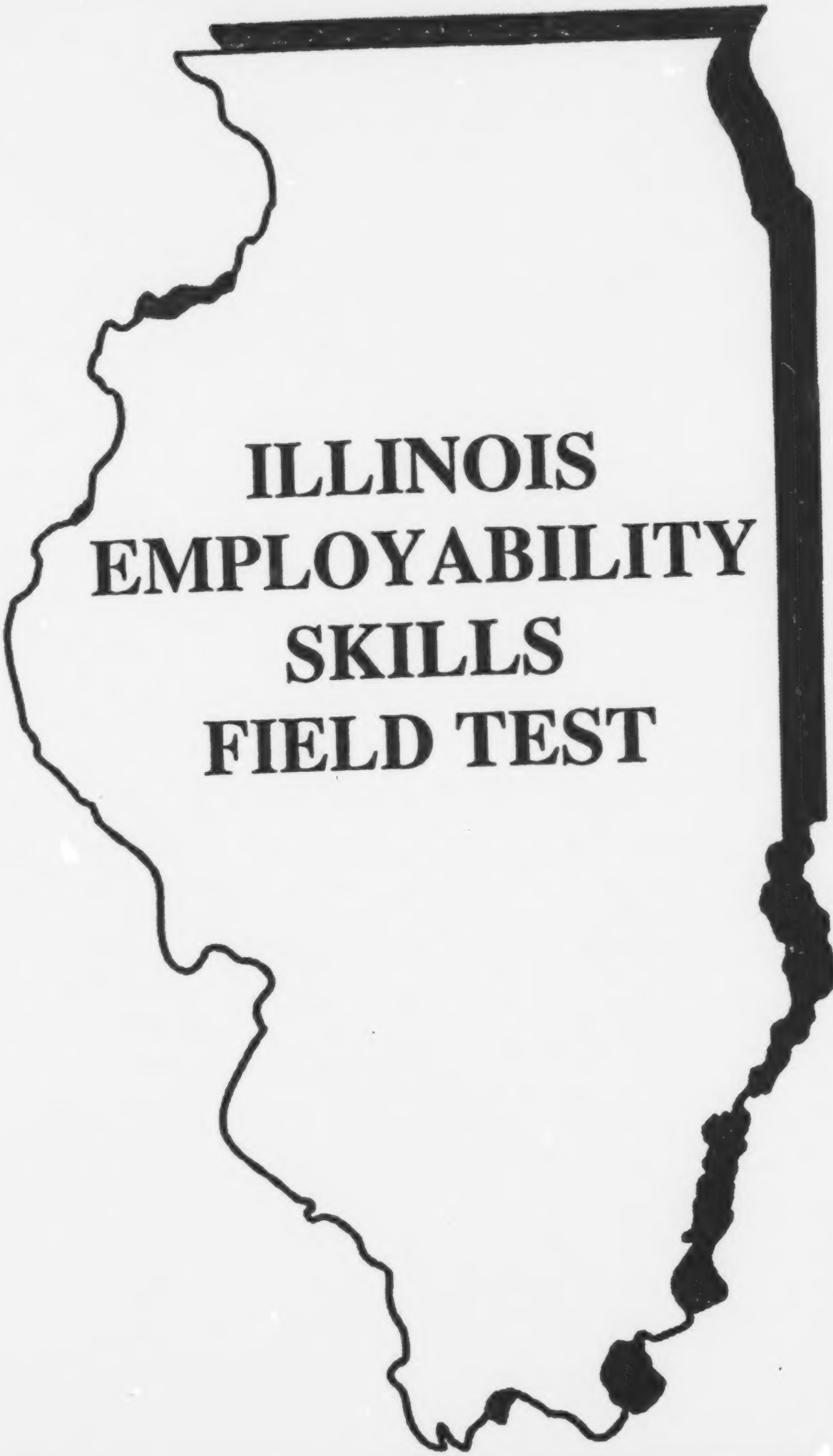
Sincerely,
Dave Hahn

Dave Hahn
Research Specialist III

Southern Illinois University
Rm. 145A, Agriculture Bldg.
Carbondale, IL 62901

Enclosures

Fred Renuccardi



ILLINOIS EMPLOYABILITY SKILLS FIELD TEST

1 A personal interest in a job is best described as:

A. natural talent.
B. physical/mental capabilities.
C. something that holds one's attention.
D. frame of mind affecting one's behavior.

2 The desire to have good benefits from one's place of employment best describes:

A. recognition.
B. social welfare.
C. self-expression.
D. financial security.

3 Which of the following jobs should a person with a negative attitude towards working with people avoid?

A. Artist
B. Chemist
C. Accountant
D. Salesperson

4 An employee who demonstrates the ability to adjust to a variety of work situations is displaying the personality trait of:

A. maturity.
B. punctuality.
C. adaptability.
D. dependability.

5 A work situation where a student obtains hands-on work experience for paid employment during their school day is called:

A. apprenticeship.
B. lab activities.
C. work site experience.
D. cooperative education.

6 A truck driver reports for work slightly incoherent. In the course of the drivers daily route there is a vehicle accident in which one person is injured and a second person killed. Testing shows that the truck driver tested positive for drugs and was at fault for the accident. Who will most likely pay the most damages for the resulting liabilities?

A. The employee
B. The employer
C. The employee's family
D. The state retirement system

GO TO NEXT PAGE

7 Which of the following occupations will most likely have limited job opportunities in the 1990's?

A. Farmer
B. Accountant
C. Computer operator
D. Occupational therapist

8 The employment contact technique that requires the most amount of preparation on the part of the job seeker is:

A. personal contacts.
B. want ads and job postings.
C. private employment agencies.
D. direct contact with employers.

9 Of the resume information below, which information would be listed only if specifically asked for by the prospective employer?

A. John Doe is 31 years old, married, with no children.
B. Mr. Doe received a masters of science degree in Business Education from Nowhere College in 1984.
C. Mr. Doe is looking for a teaching position that pays between $19,000.00 - $21,000.00 a year.
D. Mr. Doe's last employer was Ms. Jane Smith, superintendent of Anywhere High School, 402 Brown Street, Anywhere IL, 00000.

10 Generally, the interviewer's first impression of the interviewee is based on the interviewee's:

A. resume.
B. greeting.
C. job application.
D. interview conclusion.

11 The most important preparation you can do for a job interview is to:

A. research the company.
B. evaluate your strengths and weaknesses.
C. list questions you want to ask the interviewee.
D. pay attention to your appearance and manners.

12 The closing paragraph of a job application letter should:

A. ask for action.
B. site concrete evidence of qualifications.
C. provide educational and work experience.
D. get the reader' attention and interest.

GO TO NEXT PAGE

13 When dressing for an interview, your clothing should:

A. make a fashion statement.
B. consist of matching colors.
C. be your best dress clothes.
D. be conservative and functional.

14 The W-4 form requires the employee to enter his/her social security number and the number of:

A. hours worked.
B. jobs held that year.
C. dependents claimed.
D. overtime hours worked.

15 Which statement would be an example of improper grammar usage?

A. I ain't sure
B. I don't know
C. I am not sure
D. I do not know

16 The sender of a verbal message can often tell if the receiver understands by:

A. speaking louder.
B. asking if they understand.
C. watching the receiver's body language.
D. providing direct supervision.

17 What type of communication is gesturing or expressions through the movements of the body?

A. Verbal
B. Written
C. One-way
D. Non-verbal

18 Which speaking technique should be utilized by a speaker?

A. Take notes
B. Provide feedback
C. Block out distraction
D. Use appropriate volume and grammar

19 Jane Doe has just received instruction from her boss on how to operate the company's personal computer. Jane is not completely clear on how to "boot" up the computer system. The best thing for Jane to do is to:

A. ask the boss questions.
B. try the procedure to see if it works.
C. look up the procedure in the operating manual.
D. wait until the boss leaves and ask a co-worker.

GO TO NEXT PAGE

20 The obligation of workers to satisfactorily perform the duties they are assigned is called:

A. loyalty.
B. authority.
C. enthusiasm.
D. responsibility.

21 Which of the following would be considered an advantage of a proprietorship?

A. Low taxes
B. Unlimited liability
C. Raising capital
D. Assistance with the business operation

22 An employee can often improve the business image through:

A. creative thinking.
B. aggressive behavior.
C. personal goal achievement.
D. criticism of management.

23 Suitable work attire is dependent on the:

A. co-workers' attire.
B. type of work performed.
C. supervisor's dress code.
D. state and federal laws.

24 Rules, regulations, and standards set by the company for employees to follow are:

A. effective.
B. transitioned.
C. career goal oriented.
D. organizational expectations.

25 When an employee, who has worked for a company for many years, knows the best way to do a task, that worker:

A. knows how to make the job last longer.
B. is respected by co-workers.
C. will benefit from early retirement.
D. can provide constructive criticism and intimidation.

26 A positive way for an employee to cope with change is to:

A. quit.
B. compromise.
C. fight the change.
D. refuse to accept change.

GO TO NEXT PAGE

27 Pressure and tension are often directly related to:

A. attitudes.
B. physical health.
C. responsibilities.
D. fun/social activities.

28 The most important step in the problem solving process is to determine the:

A. situation to be defined.
B. considerations.
C. outcomes.
D. individuals involved.

29 What step in the problem solving process requires the employee to use reasoning skills to analyze evidence?

A. Identify the problem
B. Evaluate actions and results
C. Select and implement options or decisions
D. Identify available solutions and impact

30 What must be kept in mind when selecting alternatives to solve a problem involving the work environment?

A. Identifying what will keep you out of trouble
B. Identifying the work goals of the company
C. Recognizing that the first solution is the best solution
D. Recognizing the alternative chosen does not work you can always try something else

31 An employee with the responsibility of prioritizing work assignments would generally base his/her priority decisions on:

A. budget.
B. due dates.
C. company policies.
D. personal likes/dislikes.

32 When working around moving objects the employee should not wear:

A. glasses.
B. hard hats.
C. steel tipped shoes.
D. loose fitting clothing.

33 Which of the following materials is generally considered as non-recyclable?

A. Glass
B. Paper
C. Plastic
D. Chemicals

GO TO NEXT PAGE

34 The universal symbol for a poisonous substance is a:

A. cross.
B. skull and crossed bones.
C. red and blue triangle.
D. circle with a slash though it.

35 What should a new employee do with the company policy manual?

A. Look at it and then throw it away
B. Take it to a lawyer for interpretation
C. Read and interpret it as soon as possible
D. Store it someplace he/she can find it later.

36 Employees who handle responsibilities well are usually among the first to:

A. take a break.
B. lose interest in the job.
C. receive pay raises/promotions.
D. pass the blame for the mistakes.

37 An employee who is over assertive on the job, could:

A. lose the job.
B. make new friends.
C. receive a raise in salary.
D. gain co-worker admiration.

38 When keyboarding on a computer keyboard, the typist's fingers are positioned:

A. in the most comfortable position.
B. the same as on a typewriter's keyboard.
C. so that the numeric key pad is on the left.
D. to work best for the employee.

39 Legible handwriting is writing which can be:

A. seen.
B. read.
C. understood.
D. misinterpreted.

40 Which of the following functions cannot be done by the spell-checking feature of a word processing program?

A. Locate misspelled words
B. Correct misspelled words
C. Add unfamiliar word to dictionary
D. Distinguish between different spelling of the same word

GO TO NEXT PAGE

41 How should an employee respond after receiving praise for his/her work?

A. "I did good?"
B. "Yes, I'm the best!"
C. "Thank you, I try to do my best."
D. "Thank you, you won't find anyone better."

42 Work conflicts are most often the result of:

A. different points of view.
B. an insult or criticism concerning work.
C. sexual harassment of co-workers.
D. a worker expressing his/her feelings.

43 In the autocratic style of leadership, decisions are made by the:

A. group.
B. leader.
C. group and the leader.
D. senior member.

44 The team member who suggests new information, ideas or opinions to the team is fulfilling the team role of:

A. dominator.
B. elaborator.
C. destructor.
D. contributor.

45 A team member who is willing to take the time to explain or show other team members how to do a task more than once is demonstrating:

A. patience.
B. diversity.
C. productivity.
D. confidentiality.

46 What age group is most likely to have drug problems?

A. 6-12 year old age group
B. 12-34 year old age group
C. 34-50 year old age group
D. 50-67 year old age group

47 The ranking of objectives by their importance to the problem is known as:

A. organizational structuring.
B. prioritizing.
C. realistic evaluation.
D. the choice/conflict equation.

GO TO NEXT PAGE

48 The first consideration in maintaining a good working area should be:

A. employee safety.
B. productivity.
C. adequate storage room.
D. reducing outsider access.

49 Which type of job area would an employee expect a seasonal work load with varying work hours?

A. Clerical
B. Farming
C. Industrial
D. Management

50 Feedback in the form of verbal communication provides for:

A. happiness.
B. attentiveness.
C. satisfaction.
D. clarification.

STOP HERE

CLASS INFORMATION

Instructor's Name: PAT SIPES

Subject: EB PRINCIPLE OF TECHNOLOGY II
1ST PRINCIPLE OF TECHNOLOGY I
5TH ELECTRONICS III
7TH ELECTRONICS

Class Size:
EB = 4
1ST = 1[illegible]
5TH = 18
7TH = 14

Please complete the employability skills teacher survey.

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SIDE 2

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GENERAL PURPOSE

NCS

ANSWER SHEET

EXAMPLES	IMPORTANT DIRECTIONS FOR MARKING ANSWERS
WRONG 1 ① ⊗ ③ ④ ⑤ WRONG 2 ① ② ✓ ④ ⑤ WRONG 3 ① ② ③ ◐ ⑤ RIGHT 4 ① ② ③ ● ⑤	• Use black lead pencil only (No. 2½ or softer) • Do NOT use ink or ballpoint pens • Make heavy black marks that fill the circle completely • Erase cleanly any answer you wish to change • Make no stray marks on the answer sheet

DO NOT

WRITE

IN THIS

SPACE

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SIDE 1

GENERAL PURPOSE - NCS - ANSWER SHEET

SEE IMPORTANT MARKING INSTRUCTIONS ON SIDE 2

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97 ① ② ③ ④ ⑤
98 ① ② ③ ④ ⑤
99 ① ② ③ ④ ⑤
100 ① ② ③ ④ ⑤

206

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EMPLOYABILITY SKILLS TEACHER SURVEY

DIRECTIONS: Check the column to the right of the employability skill statement if you are teaching the skill in any of your classes. Please list any resource materials you use to help teach the listed employability skills.

DUTY A: DEVELOPING AN EMPLOYMENT PLAN	CHECK IF TAUGHT	Resources used to teach skill
SKILL STATEMENT		
A001 Match interests to employment area.	X	LABS & PROJECTS
A002 Match aptitudes to employment area.	X	ON GOING IN CLASS
A003 Identify short term work goals.	X	
A004 Match attitudes to a job area.	X	ON GOING IN CLASS
A005 Match personality type to a job area.	X	" " " "
A006 Match physical capabilities to a job area.	X	STUDENTS WILL BE ABLE TO [illegible]
A007 Identify career counseling sources, including entrepreneurship.	X	FIELDS TRIP.
A008 Demonstrate a drug-free status.	X	[illegible]

EMPLOYABILITY SKILLS TEACHER SURVEY

DIRECTIONS: Check the column to the right of the employability skill statement if you are teaching the skill in any of your classes. Please list any resource materials you use to help teach the listed employability skills.

DUTY B: SEEKING AND APPLYING EMPLOYMENT OPPORTUNITIES	CHECK IF TAUGHT	Resources used to teach skill
SKILL STATEMENT		
B001 Locate employment opportunities.	X	employers come to school and talk to our [illegible]
B002 Identify requirements for a job.	X	Every day [illegible] projects
B003 Locate resources for finding employment.		
B004 Prepare/Develop a resume.		
B005 Prepare for interview.		
B006 Identify conditions of employment for a job.		
B007 Evaluate specific job opportunities.		
B008 Apply for a specific job.		
B009 Write job applications letter.		
B010 Write follow-up letter.		
B011 Complete job application form.		

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EMPLOYABILITY SKILLS TEACHER SURVEY

DIRECTIONS: **Check the column to the right of the employability skill statement if you are teaching the skill in any of your classes. Please list any resource materials you use to help teach the listed employability skills.**

DUTY B: SEEKING AND APPLYING EMPLOYMENT OPPORTUNITIES	CHECK IF TAUGHT	Resources used to teach skill
SKILL STATEMENT		
B012 Dress for interview.		

EMPLOYABILITY SKILLS TEACHER SURVEY

DIRECTIONS: Check the column to the right of the employability skill statement if you are teaching the skill in any of your classes. Please list any resource materials you use to help teach the listed employability skills.

DUTY C: ACCEPTING EMPLOYMENT	CHECK IF TAUGHT	Resources used to teach skill
SKILL STATEMENT		
C001 Apply for social security number.		
C002 Fill out all personal forms required for employment.		
C003 Accept/reject employment offer.		
C004 Select employment benefit options.		

EMPLOYABILITY SKILLS TEACHER SURVEY

DIRECTIONS: Check the column to the right of the employability skill statement if you are teaching the skill in any of your classes. Please list any resource materials you use to help teach the listed employability skills.

DUTY D: COMMUNICATING ON THE JOB	CHECK IF TAUGHT	Resources used to teach skill
SKILL STATEMENT		
D001 Use correct grammar.	X	Coop Learning
D002 Communicate verbally with others.	X	" "
D003 Write legibly.	X	" "
D004 Use telephone etiquette.		
D005 Use body language effectively.	X	Coop Learning
D006 Employ listening skills.	X	Coop Learning
D007 Prepare written communication.	X	Coop Learning [illegible] Lab Reports
D008 Follow written and oral directions.	X	ongoing in class
D009 Employ non-verbal communication.	X	ongoing in class
D010 Ask questions.	X	ongoing in cl.

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EMPLOYABILITY SKILLS TEACHER SURVEY

DIRECTIONS: Check the column to the right of the employability skill statement if you are teaching the skill in any of your classes. Please list any resource materials you use to help teach the listed employability skills.

DUTY E: INTERPRETING THE ECONOMICS OF WORK	CHECK IF TAUGHT	Resources used to teach skill
SKILL STATEMENT		
E001 Identify the role of business in the economic system.		
E002 Describe responsibilities of employee.	X	on going in class.
E003 Describe responsibilities of management/ employers.		
E004 Investigate opportunities and options for business ownership.		
E005 Access entrepreneurship skills.		

EMPLOYABILITY SKILLS TEACHER SURVEY

DIRECTIONS: Check the column to the right of the employability skill statement if you are teaching the skill in any of your classes. Please list any resource materials you use to help teach the listed employability skills.

DUTY F: MAINTAINING PROFESSIONALISM	CHECK IF TAUGHT	Resources used to teach skill
SKILL STATEMENT		
F001 Participate in employment orientation in a positive and constructive manner.		
F002 Demonstrate knowledge of your business image and products/services.		
F003 Exhibit positive behavior.	X	on going in class.
F004 Comply with company standards concerning dress and appearance.	X	Talk about it in class, [illegible] High School's [illegible]
F005 Participate in meeting in a positive and constructive manner.		
F006 Comply with organizational expectations.		
F007 Use job-related terminology.	X	on going in class.
F008 Treat people with respect.	X	[illegible]

EMPLOYABILITY SKILLS TEACHER SURVEY

DIRECTIONS: Check the column to the right of the employability skill statement if you are teaching the skill in any of your classes. Please list any resource materials you use to help teach the listed employability skills.

DUTY G: ADAPTING/COPING WITH CHANGE	CHECK IF TAUGHT	Resources used to teach skill
SKILL STATEMENT		
G001 Identify the elements of the job transition.		
G002 Formulate transition plan.		
G003 Implement transition plan.		
G004 Evaluate effectiveness of transition plan.		
G005 Exhibit ability to handle pressures and tension.		
G006 Recognize need to change/quit a job.		
G007 Write letter of resignation.		

EMPLOYABILITY SKILLS TEACHER SURVEY

DIRECTIONS: **Check the column to the right of the employability skill statement if you are teaching the skill in any of your classes. Please list any resource materials you use to help teach the listed employability skills.**

DUTY H: SOLVING PROBLEMS AND CRITICAL THINKING	CHECK IF TAUGHT	Resources used to teach skill
SKILL STATEMENT		
H001 Identify the problem.		
H002 Clarify purposes and goals.		
H003 Identify available solutions and their impact.		
H004 Employ reasoning skills.		
H005 Evaluate options.		
H006 Set priorities.		
H007 Select/Implement options/decisions.		
H008 Evaluate actions/results.		
H009 Prioritize work assignments.		
H010 Organize workloads.		
H011 Access employer/employee responsibility in solving a problem.		

EMPLOYABILITY SKILLS TEACHER SURVEY

DIRECTIONS: Check the column to the right of the employability skill statement if you are teaching the skill in any of your classes. Please list any resource materials you use to help teach the listed employability skills.

DUTY I: MAINTAINING SAFE AND HEALTHY WORK ENVIRONMENT	CHECK IF TAUGHT	Resources used to teach skill
SKILL STATEMENT		
I001 Comply with safety and health rules/procedures	X	ongoing in class
I002 Use and maintain proper tools and equipment.	X	" " " "
I003 Follow conservation/environmental practices and policies.	X	" " "
I004 Act during emergencies.	X	" " " "
I005 Maintain work area.	X	" " " and very hard to do without teacher
I006 Identify hazardous substances in the work place.	X	ongoing in class

EMPLOYABILITY SKILLS TEACHER SURVEY

DIRECTIONS: Check the column to the right of the employability skill statement if you are teaching the skill in any of your classes. Please list any resource materials you use to help teach the listed employability skills.

DUTY J: DEMONSTRATING WORK ETHICS AND BEHAVIOR	CHECK IF TAUGHT	Resources used to teach skill
SKILL STATEMENT		
J001 Implement responsibilities of job position.	X	on going in class
J002 Follow rules, regulations and policies as established.	X	" " " "
J003 Practice cost effectiveness.	X	" " " "
J004 Practice time management.	X	ongoing about 3/4 of the students can do this ongoing in class
J005 Assume responsibility for own decisions and actions.	X	on going in class
J006 Exhibit pride.	X	" " " " Project class work.
J007 Display initiative.	X	on going in class
J008 Display assertiveness.	X	on going in class
J009 Demonstrate willingness to learn.	X	on going in class
J010 Seek work challenges.	X	" "
J011 Maintain regular attendance.	X	" "

EMPLOYABILITY SKILLS TEACHER SURVEY

DIRECTIONS: **Check the column to the right of the employability skill statement if you are teaching the skill in any of your classes. Please list any resource materials you use to help teach the listed employability skills.**

DUTY J: DEMONSTRATING WORK ETHICS AND BEHAVIOR	CHECK IF TAUGHT	Resources used to teach skill
SKILL STATEMENT		
J012 Apply ethical reasoning.	X	use group in class.

EMPLOYABILITY SKILLS TEACHER SURVEY

DIRECTIONS: Check the column to the right of the employability skill statement if you are teaching the skill in any of your classes. Please list any resource materials you use to help teach the listed employability skills.

DUTY K: DEMONSTRATING TECHNOLOGICAL LITERACY	CHECK IF TAUGHT	Resources used to teach skill
SKILL STATEMENT		
K001 Demonstrate basic key boarding skills.	X	we build computers
K002 Utilize computer skills.	X	we build computers
K003 Recognize impact of technological changes on tasks and people.	X	on going in class

EMPLOYABILITY SKILLS TEACHER SURVEY

DIRECTIONS: Check the column to the right of the employability skill statement if you are teaching the skill in any of your classes. Please list any resource materials you use to help teach the listed employability skills.

DUTY L: MAINTAINING INTERPERSONAL RELATIONSHIPS	CHECK IF TAUGHT	Resources used to teach skill
SKILL STATEMENT		
L001 Value individual diversity.	X	an ongoing [illegible]
L002 Respond constructively to praise and criticism	X	" " " "
L003 Provide constructive praise or criticism.	X	" " " "
L004 Channel/Control emotional reactions constructively.	X	" "
L005 Resolve conflicts.	X	" " "
L006 Display a positive attitudes.	X	" "
L007 Identify and react to sexual intimidation/ harassment.	\	None - have thought [illegible] but [illegible] we could discuss it

EMPLOYABILITY SKILLS TEACHER SURVEY

DIRECTIONS: Check the column to the right of the employability skill statement if you are teaching the skill in any of your classes. Please list any resource materials you use to help teach the listed employability skills.

DUTY M: DEMONSTRATING TEAM WORK	CHECK IF TAUGHT	Resources used to teach skill
SKILL STATEMENT		
M001 Identify style of leadership required for effective team work.	X	Coop Learning
M002 Establish team's operating procedures.	X	Coop Learning
M003 Match member and group skills.	X	" "
M004 Work productively with others.	X	" "
M005 Complete a team task.	X	" "
M006 Evaluate outcome.	X	" "

CLASS INFORMATION

Instructor's Name:

Subject:

Class Size:

Please complete the employability skills teacher survey.

EMPLOYABILITY SKILLS TEACHER SURVEY

DIRECTIONS: **Check the column to the right of the employability skill statement if you are teaching the skill in any of your classes. Please list any resource materials you use to help teach the listed employability skills.**

DUTY A: DEVELOPING AN EMPLOYMENT PLAN	CHECK IF TAUGHT	Resources used to teach skill
SKILL STATEMENT		
A001 Match interests to employment area.		
A002 Match aptitudes to employment area.		
A003 Identify short term work goals.		
A004 Match attitudes to a job area.		
A005 Match personality type to a job area.		
A006 Match physical capabilities to a job area.		
A007 Identify career counseling sources, including entrepreneurship.		
A008 Demonstrate a drug-free status.		

EMPLOYABILITY SKILLS TEACHER SURVEY

DIRECTIONS: Check the column to the right of the employability skill statement if you are teaching the skill in any of your classes. Please list any resource materials you use to help teach the listed employability skills.

DUTY B: SEEKING AND APPLYING EMPLOYMENT OPPORTUNITIES	CHECK IF TAUGHT	Resources used to teach skill
SKILL STATEMENT		
B001 Locate employment opportunities.	X	NEWSPAPER, DAILY AMERICAN CLASSROOM INSTRUCTIONS WARRINER'S ENGLISH COMPOSITION AND GRAMMAR *
B002 Identify requirements for a job.	X	SPEAKER: GEN. TIRE Personnel Mgr
B003 Locate resources for finding employment.	X	CLASSROOM INSTRUCTION
B004 Prepare/Develop a resume.	X	ENGLISH * SPEAKER: Gen TIRE PERSONNEL MGR
B005 Prepare for interview.	X	ENGLISH * SPEAKER: GEN. TIRE PERSONNEL Mgr.
B006 Identify conditions of employment for a job.	X	
B007 Evaluate specific job opportunities.	X	
B008 Apply for a specific job.	X	SPEAKER: GEN. TIRE PERSONNEL MGR ENGLISH *
B009 Write job applications letter.	X	ENGLISH * "
B010 Write follow-up letter.	X	"
B011 Complete job application form.	X	ENGLISH * "

EMPLOYABILITY SKILLS TEACHER SURVEY

DIRECTIONS: Check the column to the right of the employability skill statement if you are teaching the skill in any of your classes. Please list any resource materials you use to help teach the listed employability skills.

DUTY B: SEEKING AND APPLYING EMPLOYMENT OPPORTUNITIES	CHECK IF TAUGHT	Resources used to teach skill
SKILL STATEMENT		
B012 Dress for interview.	×	ENGLISH* SPEAKER: GEN TIRE PERSONNEL MGR.

EMPLOYABILITY SKILLS TEACHER SURVEY

DIRECTIONS: **Check the column to the right of the employability skill statement if you are teaching the skill in any of your classes. Please list any resource materials you use to help teach the listed employability skills.**

DUTY C: ACCEPTING EMPLOYMENT	CHECK IF TAUGHT	Resources used to teach skill
SKILL STATEMENT		
C001 Apply for social security number.		
C002 Fill out all personal forms required for employment.	X	ENGLISH
C003 Accept/reject employment offer.		
C004 Select employment benefit options.		

EMPLOYABILITY SKILLS TEACHER SURVEY

DIRECTIONS: Check the column to the right of the employability skill statement if you are teaching the skill in any of your classes. Please list any resource materials you use to help teach the listed employability skills.

DUTY D: COMMUNICATING ON THE JOB	CHECK IF TAUGHT	Resources used to teach skill
SKILL STATEMENT		
D001 Use correct grammar.	X	ENGLISH
D002 Communicate verbally with others.	X	ENGLISH
D003 Write legibly.	X	ENGLISH
D004 Use telephone etiquette.		
D005 Use body language effectively.	X	CLASSROOM INSTRUCTION SPEAKER: GENTIRE
D006 Employ listening skills.	X	ENGLISH
D007 Prepare written communication.	X	ENGLISH
D008 Follow written and oral directions.	X	ENGLISH
D009 Employ non-verbal communication.	X	GROUP WORK DURING "PROBLEM SOLVING" TECH PREP MANUAL
D010 Ask questions.	X	SPEAKER: GEN TIRE

EMPLOYABILITY SKILLS TEACHER SURVEY

DIRECTIONS: **Check the column to the right of the employability skill statement if you are teaching the skill in any of your classes. Please list any resource materials you use to help teach the listed employability skills.**

DUTY E: INTERPRETING THE ECONOMICS OF WORK	CHECK IF TAUGHT	Resources used to teach skill
SKILL STATEMENT		
E001 Identify the role of business in the economic system.		
E002 Describe responsibilities of employee.	X	DISCUSSION DURING "PROBLEM TECH PREP SOLVING"
E003 Describe responsibilities of management/ employers.	X	"
E004 Investigate opportunities and options for business ownership.		
E005 Access entrepreneurship skills.		

EMPLOYABILITY SKILLS TEACHER SURVEY

DIRECTIONS: Check the column to the right of the employability skill statement if you are teaching the skill in any of your classes. Please list any resource materials you use to help teach the listed employability skills.

DUTY F: MAINTAINING PROFESSIONALISM	CHECK IF TAUGHT	Resources used to teach skill
SKILL STATEMENT		
F001 Participate in employment orientation in a positive and constructive manner.		
F002 Demonstrate knowledge of your business image and products/services.		
F003 Exhibit positive behavior.	X	Speaker: Gen TIRE
F004 Comply with company standards concerning dress and appearance.	X	Speaker: Gen TIRE
F005 Participate in meeting in a positive and constructive manner.	X	Cooperative Learning
F006 Comply with organizational expectations.		
F007 Use job-related terminology.	X	DISCUSSION "FOLLOWING & GIVING DIRECTIONS" TECH PREP
F008 Treat people with respect.	X	Cooperative Learning

EMPLOYABILITY SKILLS TEACHER SURVEY

DIRECTIONS: Check the column to the right of the employability skill statement if you are teaching the skill in any of your classes. Please list any resource materials you use to help teach the listed employability skills.

DUTY G: ADAPTING/COPING WITH CHANGE	CHECK IF TAUGHT	Resources used to teach skill
SKILL STATEMENT		
G001 Identify the elements of the job transition.		
G002 Formulate transition plan.		
G003 Implement transition plan.		
G004 Evaluate effectiveness of transition plan.		
G005 Exhibit ability to handle pressures and tension.		
G006 Recognize need to change/quit a job.	X	DISCUSSION DURING "PROBLEM SOLVING" TECH PREP
G007 Write letter of resignation.		

EMPLOYABILITY SKILLS TEACHER SURVEY

DIRECTIONS: Check the column to the right of the employability skill statement if you are teaching the skill in any of your classes. Please list any resource materials you use to help teach the listed employability skills.

DUTY H: SOLVING PROBLEMS AND CRITICAL THINKING	CHECK IF TAUGHT	Resources used to teach skill
SKILL STATEMENT		
H001 Identify the problem.	X	PROBLEM SOLVING-HANDBOOK
H002 Clarify purposes and goals.	X	TECH PREP MATERIALS (WORKTEXT
H003 Identify available solutions and their impact.	X	"
H004 Employ reasoning skills.	X	"
H005 Evaluate options.	X	"
H006 Set priorities.		
H007 Select/Implement options/decisions.	X	"
H008 Evaluate actions/results.		
H009 Prioritize work assignments.		
H010 Organize workloads.		
H011 Access employer/employee responsibility in solving a problem.		

EMPLOYABILITY SKILLS TEACHER SURVEY

DIRECTIONS: Check the column to the right of the employability skill statement if you are teaching the skill in any of your classes. Please list any resource materials you use to help teach the listed employability skills.

DUTY I: MAINTAINING SAFE AND HEALTHY WORK ENVIRONMENT	CHECK IF TAUGHT	Resources used to teach skill
SKILL STATEMENT		
I001 Comply with safety and health rules/procedures	X	DISCUSSION – "FOLLOWING & GIVING DIRECTIONS"
I002 Use and maintain proper tools and equipment.		~~TECH PREP~~ MATERIALS
I003 Follow conservation/environmental practices and policies.	X	
I004 Act during emergencies.	X	
I005 Maintain work area.	X	
I006 Identify hazardous substances in the work place.	X	

EMPLOYABILITY SKILLS TEACHER SURVEY

DIRECTIONS: Check the column to the right of the employability skill statement if you are teaching the skill in any of your classes. Please list any resource materials you use to help teach the listed employability skills.

DUTY J: DEMONSTRATING WORK ETHICS AND BEHAVIOR	CHECK IF TAUGHT	Resources used to teach skill
SKILL STATEMENT		
J001 Implement responsibilities of job position.		
J002 Follow rules, regulations and policies as established.		Classroom (School) Policies/principles
J003 Practice cost effectiveness.		
J004 Practice time management.	X	General Classroom Principle
J005 Assume responsibility for own decisions and actions.		"
J006 Exhibit pride.		"
J007 Display initiative.		"
J008 Display assertiveness.		"
J009 Demonstrate willingness to learn.		"
J010 Seek work challenges.		"
J011 Maintain regular attendance.		"

EMPLOYABILITY SKILLS TEACHER SURVEY

DIRECTIONS: Check the column to the right of the employability skill statement if you are teaching the skill in any of your classes. Please list any resource materials you use to help teach the listed employability skills.

DUTY J: DEMONSTRATING WORK ETHICS AND BEHAVIOR	CHECK IF TAUGHT	Resources used to teach skill
SKILL STATEMENT		
J012 Apply ethical reasoning.	X	General Classroom Principle

EMPLOYABILITY SKILLS TEACHER SURVEY

DIRECTIONS: Check the column to the right of the employability skill statement if you are teaching the skill in any of your classes. Please list any resource materials you use to help teach the listed employability skills.

DUTY K: DEMONSTRATING TECHNOLOGICAL LITERACY	CHECK IF TAUGHT	Resources used to teach skill
SKILL STATEMENT		
K001 Demonstrate basic key boarding skills.		
K002 Utilize computer skills.		
K003 Recognize impact of technological changes on tasks and people.	X	Discussion

EMPLOYABILITY SKILLS TEACHER SURVEY

DIRECTIONS: Check the column to the right of the employability skill statement if you are teaching the skill in any of your classes. Please list any resource materials you use to help teach the listed employability skills.

DUTY L: MAINTAINING INTERPERSONAL RELATIONSHIPS	CHECK IF TAUGHT	Resources used to teach skill
SKILL STATEMENT		
L001 Value individual diversity.	X	General Classroom Principle
L002 Respond constructively to praise and criticism	X	
L003 Provide constructive praise or criticism.	X	
L004 Channel/Control emotional reactions constructively.	X	
L005 Resolve conflicts.	X	"Problem Solving Tasks" TECH PREP
L006 Display a positive attitudes.	X	General Classroom/School Principle
L007 Identify and react to sexual intimidation/ harassment.		

EMPLOYABILITY SKILLS TEACHER SURVEY

DIRECTIONS: Check the column to the right of the employability skill statement if you are teaching the skill in any of your classes. Please list any resource materials you use to help teach the listed employability skills.

DUTY M: DEMONSTRATING TEAM WORK	CHECK IF TAUGHT	Resources used to teach skill
SKILL STATEMENT		
M001 Identify style of leadership required for effective team work.	X	ENGLISH
M002 Establish team's operating procedures.		
M003 Match member and group skills.		
M004 Work productively with others.		
M005 Complete a team task.		
M006 Evaluate outcome.		

CLASS INFORMATION

Instructor's Name: Gary L. Warren

Subject: Biology

Class Size: 23

Please complete the employability skills teacher survey.

EMPLOYABILITY SKILLS TEACHER SURVEY

DIRECTIONS: Check the column to the right of the employability skill statement if you are teaching the skill in any of your classes. Please list any resource materials you use to help teach the listed employability skills.

DUTY A: DEVELOPING AN EMPLOYMENT PLAN	CHECK IF TAUGHT	Resources used to teach skill
SKILL STATEMENT		
A001 Match interests to employment area.	✓	VHS, GENERAL KNOWLEDGE OF MATERIALS, TEXTS
A002 Match aptitudes to employment area.		
A003 Identify short term work goals.	✓	VHS, HANDOUTS
A004 Match attitudes to a job area.		
A005 Match personality type to a job area.	✓	General KNOWLEDGE
A006 Match physical capabilities to a job area.		
A007 Identify career counseling sources, including entrepreneurship.		
A008 Demonstrate a drug-free status.	✓	SCHOOL Programs (ALPHA)

EMPLOYABILITY SKILLS TEACHER SURVEY

DIRECTIONS: Check the column to the right of the employability skill statement if you are teaching the skill in any of your classes. Please list any resource materials you use to help teach the listed employability skills.

DUTY B: SEEKING AND APPLYING EMPLOYMENT OPPORTUNITIES	CHECK IF TAUGHT	Resources used to teach skill
SKILL STATEMENT		
B001 Locate employment opportunities.		
B002 Identify requirements for a job.		
B003 Locate resources for finding employment.		
B004 Prepare/Develop a resume.		
B005 Prepare for interview.		
B006 Identify conditions of employment for a job.		
B007 Evaluate specific job opportunities.	✓	VIDEO
B008 Apply for a specific job.		
B009 Write job applications letter.		
B010 Write follow-up letter.		
B011 Complete job application form.		

EMPLOYABILITY SKILLS TEACHER SURVEY

DIRECTIONS: **Check the column to the right of the employability skill statement if you are teaching the skill in any of your classes. Please list any resource materials you use to help teach the listed employability skills.**

DUTY B: SEEKING AND APPLYING EMPLOYMENT OPPORTUNITIES	CHECK IF TAUGHT	Resources used to teach skill
SKILL STATEMENT		
B012 Dress for interview.		

EMPLOYABILITY SKILLS TEACHER SURVEY

DIRECTIONS: Check the column to the right of the employability skill statement if you are teaching the skill in any of your classes. Please list any resource materials you use to help teach the listed employability skills.

DUTY C: ACCEPTING EMPLOYMENT	CHECK IF TAUGHT	Resources used to teach skill
SKILL STATEMENT		
C001 Apply for social security number.		
C002 Fill out all personal forms required for employment.		
C003 Accept/reject employment offer.		
C004 Select employment benefit options.		

EMPLOYABILITY SKILLS TEACHER SURVEY

DIRECTIONS: Check the column to the right of the employability skill statement if you are teaching the skill in any of your classes. Please list any resource materials you use to help teach the listed employability skills.

DUTY D: COMMUNICATING ON THE JOB	CHECK IF TAUGHT	Resources used to teach skill
SKILL STATEMENT		
D001 Use correct grammar.	✓	TAUGHT WITHIN CLASS STRUCTURE.
D002 Communicate verbally with others.	✓	"
D003 Write legibly.	✓	"
D004 Use telephone etiquette.	✓	"
D005 Use body language effectively.		
D006 Employ listening skills.		
D007 Prepare written communication.	✓	"
D008 Follow written and oral directions.	✓	"
D009 Employ non-verbal communication.		
D010 Ask questions.	✓	"

EMPLOYABILITY SKILLS TEACHER SURVEY

DIRECTIONS: Check the column to the right of the employability skill statement if you are teaching the skill in any of your classes. Please list any resource materials you use to help teach the listed employability skills.

DUTY E: INTERPRETING THE ECONOMICS OF WORK	CHECK IF TAUGHT	Resources used to teach skill
SKILL STATEMENT		
E001 Identify the role of business in the economic system.		
E002 Describe responsibilities of employee.		
E003 Describe responsibilities of management/ employers.		
E004 Investigate opportunities and options for business ownership.		
E005 Access entrepreneurship skills.		

EMPLOYABILITY SKILLS TEACHER SURVEY

DIRECTIONS: **Check the column to the right of the employability skill statement if you are teaching the skill in any of your classes. Please list any resource materials you use to help teach the listed employability skills.**

DUTY F: MAINTAINING PROFESSIONALISM	CHECK IF TAUGHT	Resources used to teach skill
SKILL STATEMENT		
F001 Participate in employment orientation in a positive and constructive manner.		
F002 Demonstrate knowledge of your business image and products/services.		
F003 Exhibit positive behavior.	✓	THAUGHT WITHIN CLASS STRUCTURE.
F004 Comply with company standards concerning dress and appearance.		
F005 Participate in meeting in a positive and constructive manner.		
F006 Comply with organizational expectations.		
F007 Use job-related terminology.		
F008 Treat people with respect.	✓	"

EMPLOYABILITY SKILLS TEACHER SURVEY

DIRECTIONS: Check the column to the right of the employability skill statement if you are teaching the skill in any of your classes. Please list any resource materials you use to help teach the listed employability skills.

DUTY G: ADAPTING/COPING WITH CHANGE	CHECK IF TAUGHT	Resources used to teach skill
SKILL STATEMENT		
G001 Identify the elements of the job transition.		
G002 Formulate transition plan.		
G003 Implement transition plan.		
G004 Evaluate effectiveness of transition plan.		
G005 Exhibit ability to handle pressures and tension.		
G006 Recognize need to change/quit a job.		
G007 Write letter of resignation.		

EMPLOYABILITY SKILLS TEACHER SURVEY

DIRECTIONS: Check the column to the right of the employability skill statement if you are teaching the skill in any of your classes. Please list any resource materials you use to help teach the listed employability skills.

DUTY H: SOLVING PROBLEMS AND CRITICAL THINKING	CHECK IF TAUGHT	Resources used to teach skill
SKILL STATEMENT		
H001 Identify the problem.		
H002 Clarify purposes and goals.		
H003 Identify available solutions and their impact.		
H004 Employ reasoning skills.	✓	TAUGHT WITHIN CLASS CONTENT.
H005 Evaluate options.		
H006 Set priorities.		
H007 Select/Implement options/decisions.		
H008 Evaluate actions/results.		
H009 Prioritize work assignments.		
H010 Organize workloads.		
H011 Access employer/employee responsibility in solving a problem.		

EMPLOYABILITY SKILLS TEACHER SURVEY

DIRECTIONS: Check the column to the right of the employability skill statement if you are teaching the skill in any of your classes. Please list any resource materials you use to help teach the listed employability skills.

DUTY I: MAINTAINING SAFE AND HEALTHY WORK ENVIRONMENT	CHECK IF TAUGHT	Resources used to teach skill
SKILL STATEMENT		
I001 Comply with safety and health rules/procedures		
I002 Use and maintain proper tools and equipment.		
I003 Follow conservation/environmental practices and policies.		
I004 Act during emergencies.		
I005 Maintain work area.		
I006 Identify hazardous substances in the work place.		

EMPLOYABILITY SKILLS TEACHER SURVEY

DIRECTIONS: Check the column to the right of the employability skill statement if you are teaching the skill in any of your classes. Please list any resource materials you use to help teach the listed employability skills.

DUTY J: DEMONSTRATING WORK ETHICS AND BEHAVIOR	CHECK IF TAUGHT	Resources used to teach skill
SKILL STATEMENT		
J001 Implement responsibilities of job position.		
J002 Follow rules, regulations and policies as established.		
J003 Practice cost effectiveness.		
J004 Practice time management.		
J005 Assume responsibility for own decisions and actions.		
J006 Exhibit pride.	✓	TAUGHT WITHIN FRAMEWORK OF COURSE CONTENT.
J007 Display initiative.	✓	"
J008 Display assertiveness.		
J009 Demonstrate willingness to learn.	✓	"
J010 Seek work challenges.	✓	"
J011 Maintain regular attendance.	✓	"

EMPLOYABILITY SKILLS TEACHER SURVEY

DIRECTIONS: Check the column to the right of the employability skill statement if you are teaching the skill in any of your classes. Please list any resource materials you use to help teach the listed employability skills.

DUTY J: DEMONSTRATING WORK ETHICS AND BEHAVIOR	CHECK IF TAUGHT	Resources used to teach skill
SKILL STATEMENT		
J012 Apply ethical reasoning.	✓	TAUGHT WITHIN COURSE CONTENT.

EMPLOYABILITY SKILLS TEACHER SURVEY

DIRECTIONS: Check the column to the right of the employability skill statement if you are teaching the skill in any of your classes. Please list any resource materials you use to help teach the listed employability skills.

DUTY K: DEMONSTRATING TECHNOLOGICAL LITERACY	CHECK IF TAUGHT	Resources used to teach skill
SKILL STATEMENT		
K001 Demonstrate basic key boarding skills.		
K002 Utilize computer skills.	✓	TAUGHT WITHIN COURSE CONTENT.
K003 Recognize impact of technological changes on tasks and people.		

EMPLOYABILITY SKILLS TEACHER SURVEY

DIRECTIONS: Check the column to the right of the employability skill statement if you are teaching the skill in any of your classes. Please list any resource materials you use to help teach the listed employability skills.

DUTY L: MAINTAINING INTERPERSONAL RELATIONSHIPS	CHECK IF TAUGHT	Resources used to teach skill
SKILL STATEMENT		
L001 Value individual diversity.		
L002 Respond constructively to praise and criticism	✓	TAUGHT WITHIN COURSE CONTENT.
L003 Provide constructive praise or criticism.	✓	
L004 Channel/Control emotional reactions constructively.		
L005 Resolve conflicts.	✓	
L006 Display a positive attitudes.	✓	
L007 Identify and react to sexual intimidation/ harassment.		

EMPLOYABILITY SKILLS TEACHER SURVEY

DIRECTIONS: Check the column to the right of the employability skill statement if you are teaching the skill in any of your classes. Please list any resource materials you use to help teach the listed employability skills.

DUTY M: DEMONSTRATING TEAM WORK	CHECK IF TAUGHT	Resources used to teach skill
SKILL STATEMENT		
M001 Identify style of leadership required for effective team work.		
M002 Establish team's operating procedures.	✓	TAUGHT WITHIN COURSE CONTENT
M003 Match member and group skills.	✓	"
M004 Work productively with others.	✓	"
M005 Complete a team task.	✓	"
M006 Evaluate outcome.		

XIV. GRANT OBJECTIVES IN NUMERICAL ORDER: 1-10 PART I OF II; 11-30 PART II OF II

OBJECTIVES

1.
Select project staff and additional occupational specific advisory committee members.

2.
Complete the orientation of all district superintendents and principals to the concept of developing a model for the collaboration of State Goals for Learning, objectives, assessments and applied academics.

3.
Complete utilizing a committee composed of academic and vocational instructors, an analysis of all Technical Preparation sites' goals for learning objectives and assessments to assure applied academics are included.

4.
Develop a formal plan for pre-testing (baseline) and post-testing (completion) secondary Technical Preparation students.

5.
Develop a formal plan for the Community College to utilize their testing center and assessment instruments to gather baseline data for measuring academic achievement of Technical Preparation students compared to non-Technical Preparation students.

6.
Complete using appropriate bidding procedures, for the purchasing and inventorying of all Technical Preparation equipment, applied academic curriculum materials, videos, and software pertinent to the implementation of the Model for training Industrial Technicians.

7.
Complete staff development for those teachers in Technical Preparation sites involved in the implementation of new curriculum, equipment, and teaching methods.

8.
Develop a formal plan for the integration of academic and vocational instruction at the new Technical Preparation sites within the Regional Delivery Systems.

9.
Identify equipment, software, resources, and curriculum necessary for implementation of the new Technical Orientation and Skill Level curriculum.

10.
Develop a plan for implementing the sequential four- to six-year courses of study for Business Management and Engineering Technology that will increase participant academic achievement and will meet industry standards.

11.
Develop a description of the expected role for all secondary and post-secondary staff involved in the Technical Preparation initiative: academic and technical instructors, counselors, and administrators.

12.
Review and make necessary revisions to the admission entrance criteria developed to identify Technical Preparation students and determine skill needs in course placement.

13.
Prior to the implementation of new Technical Preparation programs, the recruitment plan for participants, including strategies for recruiting females and minorities will be reviewed.

14.
Review the plan for employment placement (including commitments from employers) and articulation agreements for Baccalaureate transfers of students.

15.
Involve all secondary and post secondary counseling staff in the review and revision of procedures for recruitment, transfer and employment placement of program participants.

16.
Assess and revise, if needed, the plan for evaluating student competency standards for applying academic and technical skills.

17.
Develop a plan that will require all Technical Preparation students to become competent in the use of computers and modern technologies utilized in Business Management and Engineering Technology.

18.
Review with District Superintendents the plan for expanding enrollment for offering the opportunity to all students in Rend Lake College's District to participate in the Technical Preparation programs.

19.
Conduct meeting(s) for all schools within the Rend Lake College District to explain the criteria for qualifying as a new Technical Preparation site.

20.
Develop performance standards for newly developed Technical Preparation programs for transition from twelfth grade to the Community College.

21.
Develop performance standards for grade 14 completers.

22.
Develop a clearly defined internship and/or cooperative work based learning component for all Technical Preparation programs.

23.
Establish the role of the private sector, including incentives employers will commit for each Technical Preparation program.

24.
Develop a work plan with time lines for regularly scheduled advisory meetings.

25.
Develop technical preparation implementation contractual agreements that require signatures by the college president, board of control chairperson, superintendents and principals of participating high schools.

26.
Develop a plan for program expansion Technical Preparation opportunities for all students in the Regional Delivery System/College District.

27.
Develop and coordinate with both regional delivery systems and Educational Service Centers 17 and 18 a written in-service plan, with time lines, to address the staff development needs of academic and vocational teachers and administrators of Technical Preparation sites.

28.
Develop a formal plan for interdisciplinary joint planning of Technical Preparation instructors.

29.
Develop a plan for the Community College to integrate academic content with technical content, including an action plan for involving select academic and technical faculty in the process.

30.
Implement the Technical Preparation course of study for the training of Industrial Technicians.

TECH PREP
SERVING FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM
REND LAKE AREA REGIONAL DELIVERY SYSTEM
REND LAKE COLLEGE

1. OBJECTIVE

Select project staff and additional occupational specific advisory committee members.

PROCEDURES

Project staff will be hired and an additional occupational specific advisory committee, comprised of representatives from business, labor, Job Service, Regional Delivery Systems, the Community College and universities will be organized. An instrument will be developed and utilized to determine the employer's expectation of prospective employees at specific exit points in the planned Technical Preparation Programs.

PERSONS RESPONSIBLE

Project Staff

DUE DATE

July, 1991

EVALUATION

Project Staff and an additional occupation specific technical advisory committee, composed of representatives from business, industry, labor, Illinois Job Service, four year universities, a community college and Regional Delivery System, will have its organizational meeting.

ABSTRACT

1. OBJECTIVE

Description of Activities

1.A.1 July 1, Betty Musgrave began as full-time TECH PREP Director for FY 91-92. A half-time secretary was hired to serve the TECH PREP project.

1.A.2 Names for additional occupational specific advisory committee members have been sought from Regional Delivery Systems' Boards of Control, System, Directors, Program Specific instructors from both Systems, the Community College Vocational Dean and Department Chairs from both the Business and Architectural Departments. Persons identified are being contacted and a letter of confirmation will be sent stating their acceptance and announcement of the date of the Advisory Committee meetings in early January. Appropriate persons representing occupational specifics will be asked to serve on a panel to discuss "What Industry Expects of a Business Manager" and "What Industry Expects of an Engineer Technician."

1.A.3 September 24, a meeting was held with the Rend Lake Area Regional Delivery System Board of Control in which the expansion of the Advisory Committee Members was discussed and names were requested to be submitted.

1.A.4 Advisory Members for the Business Manager and Engineer Technician Courses of Studies were selected, contacted and a list of Advisory members appear in the Attachments. Record of activities with Business and Industry Advisory Members in the development of the Courses of Studies for the Business Manager and Engineer Technican appears in the attachments for Objective 10.

January 13, 1991

Mr./Mrs.
Title
Company Name
Street
City, State and Zip

Dear Mr./Ms.

This is a follow-up to our telephone conversation last Friday concerning our request for you to serve on our TECH PREP Business and Industry Advisory Committee. This Advisory Committee will be the main focus and most crucial for the development of the Model Curriculum for training Business Managers. In order to further clarify TECH PREP, I have included many quotes from the ***ILLINOIS TECH PREP - PREPARING STUDENTS FOR THE TWENTY-FIRST CENTURY*** handout prepared by Illinois State Board of Education.

We are very pleased to share with you that we have received a federal TECH PREP (Technical Preparation) grant for this fiscal year 1992. The twelve high schools within the Franklin County Regional Delivery System, Rend Lake Area Regional Delivery System and Rend Lake College are being served . This grant is for the ***Implementation of a Model Sequential Technical Preparation Training Program for Industrial Technicians and planning of Model Programs for Business Management and Engineering Technicians.*** The Training Program for Industrial Technicians was developed through a Planning TECH PREP federal grant for FY 90-91.

> **"Illinois TECH PREP represents an educational path that integrates college preparatory courseowork with a rigorous technical education concentration. It is a planned sequence of courses, both academic and technical, that begins at 9th grade and is articulated with a post-secondary experience leading to an associate degree. Because TECH PREP prepares students for a lifetime of learning, it also provides preparation for advanced education such as a four-year baccaluareate degree. TECH PREP prepares students with the skills and competencies necessary to meet employer's performance standards not only for entry-level jobs, but also for career advancement."**

TECH PREP is aimed at attracting a wide range of students, and all interested students should be provided the opportunity to participate. Typically, the students most likely to be attracted to TECH PREP are students who: Fall between the 25th and 75th percentile of secondary students; Enyoy using complex math and science concepts to solve problems; Have an aptitude toward technical/scientific content; Intend to pursue post-secondary education; Enjoy learning through the application of academic knowledge and skills; Desire a challenging, good paying career and are willing to work toward achieving this goal.

The success of TECH PREP is dependent upon the development of successful 50/50 partnerships. These partnerships are between Academic and Technical Educations, Secondary and Post-secondary Educators and Representatives of the Private Sector. A well prepared

BEST COPY AVAILABLE

TECH PREP is aimed at attracting a wide range of students, and all interested students should be provided the opportunity to participate. Typically, the students most likely to be attracted to TECH PREP are students who: fall between the 25th and 75th percentile of secondary students; enjoy using complex math and science concepts to solve problems; have an aptitude toward technical/scientific content; intend to pursue post-secondary education; enjoy learning through the application of academic knowledge and skills; desire a challenging, good paying career and are willing to work toward achieving this goal.

The success of TECH PREP is dependent upon the development of successful 50/50 partnerships. These partnerships are between Academic and Technical Educations, Secondary and Post-secondary Educators and Representatives of the Private Sector. A well prepared future labor force is dependent upon equal commitment from both education and the private sector.

We would be very pleased if you or a representative from your business would serve on the TECH PREP Advisory Committee and would give personal as well as your company's opinions on ***"What Business and Industry expects of a Business Manager."*** If you accept, we want like for you to be prepared to add to the comments from the panelists to clearly identify and communicate performance standards that you and your company expect of a Business Manager. These standards should not only include technical skills, but also expectations in reading, math, science, and communications. Results from the panelists and additional Advisory committee members expectations of a Business Manager will be utilized by the Planning and Development Committee to develop a Course of Study for training Business Managers starting with 9th grade and will be articulated with Rend Lake College and Southern Illinois University.

TECH PREP represents new opportunities. Opportunities for educators to restructure curricula to reflect the needs of tomorrow, opportunities for students to prepare for challenging careers in the twenty-first century.

Please call our office at (618) 438-9711 if you have questions or cannot attend the luncheon and be a member of the TECH PREP Advisory Committee. We are looking forward to visiting with you at the luncheon and anticipate your acceptance and participation in expressing your expectations for a Business Manager at the TECH PREP Advisory Meeting on Tuesday, January 21, at 12:30 PM, located in the Private Dining Room at Rend Lake College Student Center.

Thank you for considering the challenge of helping us ensure that Illinois continues to be a state where industry can locate, grow and prosper!

Sincerely,

Betty Musgrave
TECH PREP Director

c/o Barry Kohl
Regional Supt. for Franklin Co.
202 W. Main
Benton, IL 62812

Enclosures

Letter #1 Send to: Glenn Clarida Engineering, Glenn Clarida
Larry Lipe, Lipe & Associates
Ian Broomfield, FGM, INc.
Ed Marshall, General Electric
Kevin Phillips, Roffman Incorporated
Steve DeJournett, Nutherm International
Phil Heins, A. L. Lee Corp.
Rick Marlow, Watwood & Heavener

January 27, 1991

Mr./Mrs.
Title
Company Name
Street
City, State and Zip

Dear Mr./Ms.

This is a follow-up to our conversation concerning our request for you to serve on our TECH PREP Business and Industry Advisory Committee and serve as a Panelist. This Advisory Committee Panel will be the main focus and most crucial for the development of the Model Curriculum for training ***Engineer Technicians.*** In order to further clarify TECH PREP, I have included many quotes from the ***ILLINOIS TECH PREP - PREPARING STUDENTS FOR THE TWENTY-FIRST CENTURY*** handout prepared by Illinois State Board of Education.

We are very pleased to share with you that we have received a federal TECH PREP (Technical Preparation) grant for this fiscal year 1992. The high schools within the Franklin County Regional Delivery System, Rend Lake Area Regional Delivery System and Rend Lake College are being served. This grant is for the ***Implementation of a Model Sequential Technical Preparation Training Program for Industrial Technicians and Planning of Model Programs for Business Management and Engineer Technicians.*** The Training Program for Industrial Technicians was developed through a Planning TECH PREP federal grant for FY 90-91.

> **"Illinois TECH PREP represents an educational path that integrates college preparatory coursework with a rigorous technical education concentration. It is a planned sequence of courses, both academic and technical, that begins at 9th grade and is articulated with a post-secondary experience leading to an associate degree. Because TECH PREP prepares students for a lifetime of learning, it also provides preparation for advanced education such as a four-year baccaluareate degree. TECH PREP prepares students with the skills and competencies necessary to meet employer's performance standards not only for entry-level jobs, but also for career advancement."**

TECH PREP is aimed at attracting a wide range of students, and all interested students should be provided the opportunity to participate. Typically, the students most likely to be attracted to TECH PREP are students who: Fall between the 25th and 75th percentile of secondary students; Enjoy using complex math and science concepts to solve problems; Have an aptitude toward technical/scientific content; Intend to pursue post-secondary education; Enjoy learning through the application of academic knowledge and skills; Desire a challenging, good paying career and are willing to work toward achieving this goal.

The success of TECH PREP is dependent upon the development of successful 50/50 partnerships. These partnerships are between Academic and Technical Educations, Secondary and Post-secondary Educators and Representatives of the Private Sector. A well prepared future labor force is dependent upon equal commitment from both education and the private sector.

We are very pleased you have indicated your desire to serve on the TECH PREP Advisory Committee and be a Panelist and give your personal as well as your company's opinions on ***"What Business and Industry expects of an Engineer Technician."*** We want you and the other panelists to clearly identify and communicate performance standards that you and your company expect of an ***Engineer Technician.*** These standards should not only include technical skills, but also expectations in reading, math, science, and communications. Results from the panelists expectations of an ***Engineer Technician*** will be utilized by the Planning and Development Committee to develop a Course of Study for training ***Engineer Technicians*** starting with 9th grade and will be articulated with Rend Lake College and Southern Illinois University.

TECH PREP represents new opportunities. Opportunities for educators to restructure curricula to reflect the needs of tomorrow, opportunities for students to prepare for challenging careers in the twenty-first century.

Thank you for accepting the challenge of helping us ensure that Illinois continues to be a state where industry can locate, grow and prosper!

Sincerely,

Betty Musgrave
TECH PREP Director

Enclosures

Letter # 2
Send to:
Larry Books, Dept. of Employment
Security
Camille Jones, Project First Class
Johnny Patterson, Director of the Minority
Engineering, SIU
Bill Moore, IBEW Local Union 702
Mike Lemons, Joy Technologies
Dr. James Orr, Industry Technology, SIU
***Bill Grounds, Illinois Farmers Union**
(Bill was on #3 letter, but he called)
Pat Burt, ESC # 17

January 27, 1991

Mr./Mrs.
Title
Company Name
Street
City, State and Zip

Dear Mr./Ms.

This is a follow-up to our conversation concerning our request for you to serve on our TECH PREP Advisory Committee. This Advisory Committee 's input is very crucial will be the main focus for the development of the Model Curriculum for training ***Engineering Technicians***. Please be prepared to add additional comments to the Panelists summarizations of ***"What Business and Industry Expects of an Engineer Technician."***

We are very pleased to share with you that we have received a federal TECH PREP (Technical Preparation) grant for this fiscal year 1992. The high schools within the Franklin County Regional Delivery System, Rend Lake Area Regional Delivery System and Rend Lake College are being served. This grant is for the ***Implementation of a Model Sequential Technical Preparation Training Program for Industrial Technicians and Planning of Model Programs for Business Management and Engineering Technicians.*** The Training Program for Industrial Technicians was developed through a Planning TECH PREP federal grant for FY 90-91.

In order to further clarify TECH PREP, I have included many quotes from the ***ILLINOIS TECH PREP - PREPARING STUDENTS FOR THE TWENTY-FIRST CENTURY*** handout prepared by Illinois State Board of Education.

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TECH PREP is aimed at attracting a wide range of students, and all interested students should be provided the opportunity to participate. Typically, the students most likely to be attracted to TECH PREP are students who: Fall between the 25th and 75th percentile of secondary students; Enjoy using complex math and science concepts to solve problems; Have an aptitude toward technical/scientific content, Intend to pursue post-secondary education; Enjoy learning through the application of academic knowledge and skills; Desire a challenging, good paying career and are willing to work toward achieving this goal.

The success of TECH PREP is dependent upon the development of successful 50/50 partnerships. These partnerships are between Academic and Technical Educations, Second- and Post-secondary Educators and Representatives of the Private Sector. A well-[illegible] future labor force is dependent upon equal commitment from both educators [illegible] and the [illegible] sector.

We are very pleased you have indicated your desire and/or interest to serve on the TECH PREP Advisory Committee and give your personal as well as your organization's opinions on *"What Business and Industry expects of an Engineer Technician."* We want you to be prepared to add to the comments from the panelists to clearly identify and communicate performance standards that you and your organization expect of an ***Engineer Technician***.. These standards should not only include technical skills, but also expectations in reading, math, science, and communications. Additional resource data will be sought from not only the panelists but other additional business, industry and organizational representatives. All of these expectations of an ***Engineer Technician*** will be utilized by the Planning and Development Committee to develop a Course of Study for training Engineer Technicians. This Course of Study will begin with 9th grade and will be articulated with Rend Lake College and Southern Illinois University.

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Please call me at (618) 438-9711 if you have questions or cannot attend the luncheon and Advisory meeting. We are looking forward to visiting with you at the luncheon and hearing your expectations for an *Engineer Technician* at the TECH PREP Advisory Meeting on Thursday, February 6, 1992, beginning at 12:30 PM, located in the Private Dining Room at Rend Lake College Student Center.

Thank you for accepting the challenge of helping us ensure that Illinois continues to be a state where industry can locate, grow and prosper!

Sincerely,

Betty Musgrave
TECH PREP Director

Enclosures

LETTER # 3 send to : [redacted]nds, Illinois Farmers Union
Widney Herternstein, Western
Temporary Services

January 28, 1992

Mr./Mrs.
Title
Company Name
Street
City, State and Zip

Dear Mr./Ms.

I was unable to reach you by phone, so this is a follow-up to our request for you or a representative from your business to serve on our TECH PREP Business and Industry Advisory Committee. This Advisory Committee 's input is very crucial and will be a main focus for the development of the Model Curriculum for training ***Engineer Technicians*** . Please be prepared to add additional comments to the Panelists summarizations of ***"What Business and Industry Expects of a Engineer Technician."***

We are very pleased to share with you that we have received a federal TECH PREP (Technical Preparation) grant for this fiscal year 1992. The high schools within the Franklin County Regional Delivery System, Rend Lake Area Regional Delivery System and Rend Lake College are being served. This grant is for the ***Implementation of a Model Sequential Technical Preparation Training Program for Industrial Technicians and Planning of Model Programs for Business Management and Engineer Technicians.*** The Training Program for Industrial Technicians was developed through a Planning TECH PREP federal grant for FY 90-91.

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> **"Illinois TECH PREP represents an educational path that integrates college preparatory coursework with a rigorous technical education concentration. It is a planned sequence of courses, both academic and technical, that begins at 9th grade and is articulated with a post-secondary experience leading to an associate degree. Because TECH PREP prepares students for a lifetime of learning, it also provides preparation for advanced education such as a four-year baccalaureate degree. TECH PREP prepares students with the skills and competencies necessary to meet employer's performance standards not only for entry-level jobs, but also for career advancement."**

TECH PREP is aimed at attracting a wide range of students, and all interested students should be provided the opportunity to participate. Typically, the students most likely to be attracted to TECH PREP are students who: fall between the 25th and 75th percentile of secondary students; enjoy using complex math and science concepts to solve problems; have an aptitude toward technical/scientific content; intend to pursue post-secondary education; enjoy learning through the application of academic knowledge and skills; desire a challenging, good paying career and are willing to work toward achieving this goal.

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We would be very pleased if you or a representative from your business would serve on the TECH PREP Advisory Committee and would give personal as well as your company's opinions on ***"What Business and Industry expects of an Engineer Technician."*** If you accept, we would like for you to be prepared to add to the comments from the panelists to clearly identify and communicate performance standards that you and your company expect of an Engineer Technician. These standards should not only include technical skills, but also expectations in reading, math, science, and communications. Results from the panelists and additional Advisory committee members expectations of an Engineer Technician will be utilized by the Planning and Development Committee to develop a Course of Study for training Engineer Technicians starting with 9th grade and will be articulated with Rend Lake College and Southern Illinois University.

TECH PREP represents new opportunities. Opportunities for educators to restructure curricula to reflect the needs of tomorrow, opportunities for students to prepare for challenging careers in the twenty-first century.

Please call our office at (618) 438-9711 if you have questions or cannot attend the luncheon and be a member of the TECH PREP Advisory Committee. We are looking forward to visiting with you at the luncheon and anticipate your acceptance and participation in expressing your expectations for an Engineer Technician at the TECH PREP Advisory Meeting on Thursday, February 6, 1992 at 12:30 PM, located in the Private Dining Room at Rend Lake College Student Center.

Thank you for considering the challenge of helping us ensure that Illinois continues to be a state where industry can locate, grow and prosper!

Sincerely,

Betty Musgrave
TECH PREP Director

c/o Barry Kohl
Regional Supt. for Franklin Co.
202 W. Main
Benton, IL 62812

Enclosures

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493

July 9, 1991

Mr. Del Rea
Benton Evening News
111 East Church
Benton, IL 62812

Dear Mr. Rea:

We are very pleased to learn from Joe Wilkerson, System Director for Franklin County Regional Delivery System, that you would be willing to consider serving on our TECH PREP Advisory Board which serves Franklin County Regional Delivery System, Rend Lake Area Regional Delivery System and Rend Lake College.

We are enclosing a lot of background material on what TECH PREP is all about. Perhaps, after you have had an opportunity to look over the materials, Joe and I would be happy to meet with you to answer any questions you might have.

Also enclosed is the schedule of our Academic Staff Instructors' Practicum, July 22-26 which we would invite you to participate at any level you wish.

We appreciate your interest in the TECH PREP initiatives and we look forward to meeting and working with you. We will be having our third TECH PREP Advisory meeting probably in August or early September. If you plan to be with us on our Business and Industry Practicum, please call our office 438-9711 so that we may include you in our luncheon plans.

Sincerely,

Betty Musgrave
TECH PREP Director

Enclosures

ARDL inc. **applied research & development laboratory**

CHEMISTRY • BIOLOGY • PHYSIOLOGY
ENGINEERING • ENVIRONMENTAL ANALYSIS

17 February 1992

Ms. Betty Musgrave
TECH PREP Director
c/o Barry Kohl
Regional Superintendent for Franklin County
202 West Main
Benton, Illinois 62812

Dear Ms. Musgrave:

Please accept my apology for this belated response to your invitation for a member of the ARDL staff to serve on the TECH PREP Business and Industry Advisory Committee. Unfortunately your invitation came at an extraordinarily busy time for us and we felt that none of us was free to contribute properly to this worthwhile community project. We do applaud your efforts, however, and if we can be of some help in the future, please let us know.

Sincerely yours,

L. V. Gibbons, Ph. D.
President and Laboratory Director

LVG/tsf

P.O. Box 1566 • 1801 W. Forest Street • Mt. Vernon, Illinois 62864 • (618) 244-3235
"Test Everything - Keep The Good" *I Thes. 5:21*

BUSINESS MANAGER
TECH PREP ADVISORY BOARD

Beckman, Barbara
First Bank and Trust Co.
10th and Broadway
Mt. Veron, IL 62864

Bradham, Pete
Illinois Super Foods
2002 West Broadway
Mt. Vernon, IL 62864

Burt, Pat
Reg. VI Building Fairness Coordinator
3rd Floor Courthouse
Olney, IL 62450

Davis, Kevin
Rend Lake Conservancy District
Administrative Office
P.O. Box 907
Benton, IL 62812

Ellison, Mike
Wal-Mart
Rend Lake Plaza
Benton, IL 62812

Federici, Mollie
Physicians Filing Service
1123 Broadway
Mt. Vernon, IL 62864

Goodson, Michael
H. B. Williamson Co.
Wayne City, IL 62895

Green, G. David
American Publishing
111 South Emma
West Frankfort, IL 62896

Hacker, Mileah
Contel Cellular of Southern Illinois
300 East Main
Carbondale, IL 62901

Hertenstein, Widney
Western Temporary
125 North 11th Street
Mt. Vernon, IL 62864

Huff, Rick
First Bank and Trust
10th and Broadway
Mt. Vernon, IL 62864

Jones, Camille
Project First Class
320 South Seventh
Mt. Vernon, IL 62864

Kunkel, John
Zeigler Coal Company
500 North DuQuoin
Benton, IL 62812

Pate, Earl
Illinois Farmers Union
P.O. Box 56
Zeigler, IL 62999

Peters, Larry
Big Johns
Rend Lake Plaza
Benton, IL 62812

Rea, Del
Benton Evening News
111 East Church
Benton, IL 62812

Young, David
Zeigler Coal Company
500 North DuQuoin
Benton, IL 62812

ENGINEER TECHNICIAN
TECH PREP ADVISORY BOARD

Books, Larry
Department of Employment Security
54 Crownview
Mt. Vernon, IL 62864

Broomfield, Ian
FGM, Inc.
123 South 10th
Mt. Vernon, IL 62864

Clarida, Glenn
Glenn Clarida Engineers
308 South Court
Mt. Vernon, IL 62864

DeJournett, Steve
NuTherm International
501 South 11th
Mt. Vernon, IL 62864

Grounds, Bill
Illinois Farmers Union
P.O. Box 56
Zeigler, IL 62999

Heins, Phil
A. L. Lee Corp.
2304 Fountain Place
Mt. Vernon, IL 62864

Hertenstein, Widney
Western Temporary
125 North 11th Street
Mt. Vernon, IL 62864

Jones, Camille
Project First Class
320 South Seventh
Mt. Vernon, IL 62864

Lemmons, Mike
Joy Technologies, Inc.
#4 Industrial Park
Mt. Vernon, IL 62864

Lipe, Larry
Lipe and Associates
901 North DuQuoin
Benton, IL 62812

Marlow, Rick
Watwood and Heavener
Rt. 161 East
Centralia, IL 62801

Marshall, Ed
General Electric
P.O. Box 3656
Carbondale, IL 62901

Moore, Bill
IBEW Local Union #702
106 North Monroe
West Frankfort, IL 62896

Orr, Dr. James
Industrial Technology
Southern Illinois University
Carbondale, IL 62901

Pate, Earl
Illinois Farmers Union
P.O. Box 56
Zeigler, IL 62999

Patterson, Johnny
Director of the Minority Engineering
Southern Illinois University
Carbondale, IL 62901

Phillips, Kevin
Roffman Engineers, Inc.
1400 Warren Avenue
Mt. Vernon, IL 62864

TECH PREP

2. OBJECTIVE

Complete the orientation of all district superintendents and principals to the concept of developing a model for the collaboration of State Goals for Learning, objectives, assessments and applied academics.

PROCEDURES

The Project Director will facilitate a meeting for planning regional collaboration of State Goals for Learning, Objectives, Assessments, applied academics and school improvement plans for all district superintendents and principals.

PERSONS RESPONSIBLE

Project Director with Consultant assistance

DUE DATE

July, 1991

EVALUATION

The Project Director with consultant assistance, will conduct and provide minutes of an orientation meeting of all district superintendents and principals the concept of developing a model for the collaboration of State Goals for Learning, assessments and applied academics.

ABSTRACT

2. OBJECTIVE

Description of Activities

1.A.1 On August 14, 1991 TECH PREP and Franklin County Student Services meeting was held for the purpose of presenting the Collaboration of State Goals for Learning, Local Objectives and Assessments to the Franklin County Counselors for their review and input into the process and to discuss what the Counselors' role would be to "make it work." Positive responses were made and attitudes were very positive about the process. See attachments for Agenda and Attendance Record.

1.A.2 On September 24, 1991 the TECH PREP Director met with the Rend Lake Area Regional Delivery System Board of Control for the purpose of discussing the FY ' 92 TECH PREP grant. Federal and ISBE guidelines, criteria to become a TECH PREP Site, expansion of the Advisory Committee Members for Planning FY '92 TECH PREP Course of Studies and gave an introduction to the Model for Collaboration of State Goals for Learning, Assessments and Applied Academics. TECH PREP equipment that was needed to begin the school year was discussed and what was our alternatives if we were could not order until TECH PREP deposits were received. One major concern was the beginning of a new program without equipment to use for the Principles of Technology Labs.

1.A.3 On October 3, 1991 the Rend Lake Area Regional Delivery System TECH PREP site Superintendents, Principals Counselor Representatives and Dr. P.E. Cross, Reg. Supt. for Hamilton/Jefferson Counties and Sally from the ESR's Office serving Hamilton/Jefferson Counties were invited to attend an orientation workshop for the purpose of explaining the TECH PREP mini-grant for the Collaboration of the State Goals for Learning, Local Objectives and Assessments with all the Applied Academics curricula. The process and information was very well received and they requested that we extend the correlation process to include all schools from the Delivery System. The non TECH PREP sites substitutes will be paid from monies from the Delivery System. See Attachments for Agenda and Attendance Record.

1.A.4 On November 5, a letter was sent to the District Superintendents in the Rend Lake Area Regional Delivery System asking that they send a team from each TECH PREP site to begin the planning process of Phase II of the TECH PREP mini grant, "Developing a Model for Collaboration of the State Goals for Learning, Local Objectives and Assessments and Applied Academics" that a local district could us

1.A.5 On November 26, 1991 a meeting was held with the Franklin County Regional Delivery System Board of Control, Franklin County High School Principals, Ass't Principals, and Rend Lake College Vocational Dean for the purpose of explaining the Collaboration of the State Goals for Learning, Local Objectives and Assessments with all the completed Applied Academics curricula. We had very positive comments and reception to this correlation process through to the School Improvement Plan. We have found Supts., Principals, Counselors and instructors are much more receptive to the integration and/or stand-a-lone classes of Applied Academics after we have gone through the entire collaboration process with handouts of the actual correlations with them. See Attachments for Agenda and Attendance Record.

TECH PREP

Serving Franklin County Regional Delivery System
Rend Lake Area Regional Delivery System and
Rend Lake College

MEETING FOR: **Franklin County Student Services, Selected TECH PREP Advisory Members and TECH PREP Site Administrators**

DATE: **Wednesday, August 14. 1991**
TIME: **8:30 AM - through a working luncheon - 1:30 PM**

LOCATION: **Benton Country Club, Benton, IL**

AGENDA

WELCOME

Betty Musgrave, TECH PREP Director
Joe Wilkerson, System Director
Marla Harp, Technology Consultant

--To review the TECH PREP Course of Study
--To discuss Criteria to become a TECH PREP site
--To discuss the TECH PREP Grant for FY '92
..To dicuss how TECH PREP and EFE fit together
--To review and make recommendations concerning the collaboration of State Goals for Learning, Objectives, and Local Assessment
--To analyze local school's assessments in relation to TECH PREP students, applied academics and remediation--
--To discuss how all of this fits into the School Improvement Plan
--To discuss the selection of a TECH PREP Student
--To discuss the Counselors' role in "How to make it work"

STIPENDS in the amount of $75.00 are available for counselors to attend this meeting.

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493

TECH PREP

SERVING
FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM
REND LAKE AREA REGIONAL DELIVERY SYSTEM
AND REND LAKE COLLEGE

MEETING FOR: ***REND LAKE AREA REGIONAL DELIVERY SYSTEM BOARD OF CONTROL***

DATE: **TUESDAY, September 24, 1991**

TIME: **Post Board of Control Meeting**

LOCATION: **Mt. Vernon High School**
Conference Room, Building A

PURPOSE OF MEETING: **To discuss the**

- **TECH PREP Grant for FY '92**
- **Federal and ISBE FY'92 Guidelines**
- **Criteria to become a TECH PREP Site**
- **Expansion of the Advisory Committee Members for Planning FY'92 TECH PREP Course of Studies**
- **Model for Collaboration of State Goals for Learning, Assessments and Applied Academics**

For TECH PREP Sites:

- **Equipment Acquisitions: Plan B Planning**
- **Resource Material Needs Assessment**

FOR MORE INFORMATION:

Call Betty Musgrave, TECH PREP Director
(618) 438-9711

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493

TECH PREP

COLLABORATION OF STATE GOALS FOR LEARNING, OBJECTIVES, ASSESSMENTS AND APPLIED ACADEMICS, PHASE I

ORIENTATION WORKSHOP

DATE: Thursday, OCTOBER 3, 1991

TIME: 2:00 P.M. - 3:30 P.M.

LOCATION: FIRST BANK & TRUST
DIRECTOR'S CONFERENCE ROOM
2nd Floor, Southeast -- end of Hall
Mt. Vernon, IL

FOR: Rend Lake Area Regional Delivery System TECH PREP SITE Superintendents, Principals, Counselor Representatives and other interested persons

Rend Lake College, Vocational Dean
Dr. P.E. Cross, Regional Superintendent
Sally Cherry, ESR Office

PRESENTATIONS BY: Betty Musgrave, TECH PREP Director
Marla Harp, Franklin County Test Scoring Center

ATTENDANCE RECORD
October 3, 1991

Marla Harp	Consultant for Phase 1 for RLRDS Test Scoring Center ESR Franklin County
Sally Cherry	ESR Test Scoring Center Hamilton/Jefferson Co.
P.E. Cross	ESR Hamilton/Jefferson Co.
Dr. Pat Garrett	Supt., Mt Vernon High School TECH PREP Site
Jim Shifflett	Principal, Mt Vernon High School
Ron Harper	Chair Counseling, Mt Vernon High School
David Behn	Prinicipal, Wayne City High School
Betty Musgrave	TECH PREP Director

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

November 5, 1991

Dear District Superintendent:

At your last Board of Control meeting, I presented a brief overview of the mini-grant, ***'Developing a Model for Collaboration of the State Goals for Learning, Local Objectives and Assessments and Applied Academics."*** which we were funded last year for Franklin County Regional Delivery System. For FY '92 we wrote for Phase II of the Mini Grant which included a year of planning for the Rend Lake Area Regional Delivery System and year of implementation for Franklin County Delivery System. These collaboration objectives were included in the funding of the TECH PREP grant for 1992.

Marla Harp, Consultant from the Franklin County Test Scoring Center, and myself presented to Administrators from Wayne City High School and Mt. Vernon High School the outline and details of these Correlations and how they will fit into the School Improvement Plan for each local district. It was the consensus of that group for the Correlation Workshops to be extended to all high schools within the Rend Lake Regional Delivery System.

Substitute reimbursements will be made available from the Delivery System for the Non-TECH PREP sites and the TECH PREP mini grant will cover the Substitute Reimbursements for the TECH PREP sites. We feel these correlations are very important to the integration of Applied Academics. We have orally presented this material to the Illinois State Board of Education and they are supplying all TECH PREP sites with copies of our work.

This opportunity will not be repeated for Math instructors. We will be scheduling the same type of workshop for Language Arts correlations with Applied Communication, and Science correlations with Principles of Technology and Applied Biology Chemistry at a later date.

Each team will be correlating their own local objectives and assessments. ***If you plan to participate in the TECH PREP initiatives, please consider this a very important training session for your teachers.*** If you have questions concerning this workshop, please call 438-9711.

Sincerely,

Betty Musgrave

Betty Musgrave,
TECH PREP Director

BJM

Enclosures

TECH PREP WORKSHOP:
Collaboration of State Goals for Learning, Local Objectives and Assessments with Applied Academics

REGISTRATION DUE BY : NOVEMBER 13, 1991 (please indicate)

Instructor's Name ______________________ **Math Instructor :** ____

School ______________________ **Math Dept. Chair:** ____

Other interested persons: ______________ **Title:** ____________

Please register me for the entire day for the correlations	☐ Yes	☐ No
Please include me for the luncheon	☐ Yes	☐ No
My School does not wish to participate in the Correlations	☐ Yes	☐ No

IF YOU HAVE QUESTIONS, PLEASE CALL 438-9711
PLEASE RETURN TO:

Betty Musgrave
TECH PREP Director
c./o Barry Kohl, Reg. Supt.
202 West. Main
Benton, IL 62812

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493

TECH PREP

And

Franklin County Regional Delivery System

MEETING FOR: **Franklin County Regional Delivery System Board of Control, Franklin County High School Principals and Ass't Principals, and Rend Lake College Vocational Dean**

DATE: **Tuesday, November 26, 1991**

TIME: **Noon Luncheon and joint meeting**

LOCATION: **Franklin County Country Club**

AGENDA

WELCOME
Barry Kohl, Regional Supt.
Betty Musgrave, TECH PREP Director
Joe Wilkerson, System Director
Marla Harp, Test Cooperative Coordinator

Discussions:

--EFE Updates	
--How TECH PREP and EFE fit together	**Joe**
--Why TECH PREP?	**Betty**
--What we did last year with TECH PREP	
--Where we are going this year with TECH PREP	
--Who can be a TECH PREP site	
--How Applied Academics Correlate with State Goals for Learning, Local Objectives and Assessments, and School Improvement Plans	**Marla**
--Criteria for Selecting a TECH PREP student	**Marla & Betty**
--Math Competencies needed by a Freshman at RLC	**Joe**
--Optional Jr. year ASSET Testing	**Carroll Turner**
--Questions and Answers	

THE NEW RECOGNITION SYSTEM FOR ILLINOIS SCHOOLS

WHAT THE NEW RECOGNITION SYSTEM MEANS FOR

STUDENTS

Knowing clearly what they are expected to learn

Receiving meaningful information to understand academic progress

Receiving equal opportunity for educational experiences

◆

WHAT THE NEW RECOGNITION SYSTEM MEANS FOR

TEACHERS

Increasing involvement in school improvement

Obtaining relevant instruction and curriculum resources for their classes

Receiving inservice and professional development aligned with student needs

Increasing community confidence and support for schools

◆

WHAT THE NEW RECOGNITION SYSTEM MEANS FOR

THE PUBLIC

Knowing clearly what students are expected to learn

Investing resources for schools more efficiently

Involving citizens in meaningful school planning

Building community and school partnerships

◆

THE NEW RECOGNITION SYSTEM FOR ILLINOIS SCHOOLS

Quality is the reality of the 90s. It dramatically captures the public's demand to have a greater understanding of our schools and what educators expect students to know and be able to do. Citizens want to make sure they are getting the best buy for their education tax dollars. With evidence of quality, citizens will be more confident they are providing resources and support for continued school improvement and greater student achievement.

In April 1990, the State Superintendent appointed a committee of business, community, and education leaders to review and analyze the State's regulatory system. The committee developed a framework for legislation and established basic tenets for a new Recognition System for Illinois Schools. School improvement is now the cornerstone for this new system. Legislation, unanimously passed by lawmakers in 1991, shifted the focus of school recognition from simple compliance to an emphasis on performance of students and improvement of schools.

The new system will be phased in beginning in the fall of 1992. It requires schools to provide evidence demonstrating the extent to which all students are learning and all students are being served by the school system. Illinois is committed to achieving a world-class quality education system that the public understands, appreciates and supports.

◆

BASIC TENETS

The New Recognition System for Illinois Schools

- Is based on local student learning outcomes and State Goals for Learning
- Focuses on student learning expressed in terms of performance and improvement
- Establishes the school as the unit of analysis
- Builds on the strengths of the 1985 school reform legislation
- Sets high expectations for students and allows reasonable time for improvement
- Uses a variety of indicators to make judgements about how students are learning
- Rewards schools
- Provides for assistance when needed to assure quality education for all students
- Emphasizes local leadership and local responsibility

◆

ILLINOIS STATE BOARD OF EDUCATION
100 North First Street • Springfield, Illinois 62777-0001

Louis Mervis
Chairman

Robert Leininger
State Superintendent

◆

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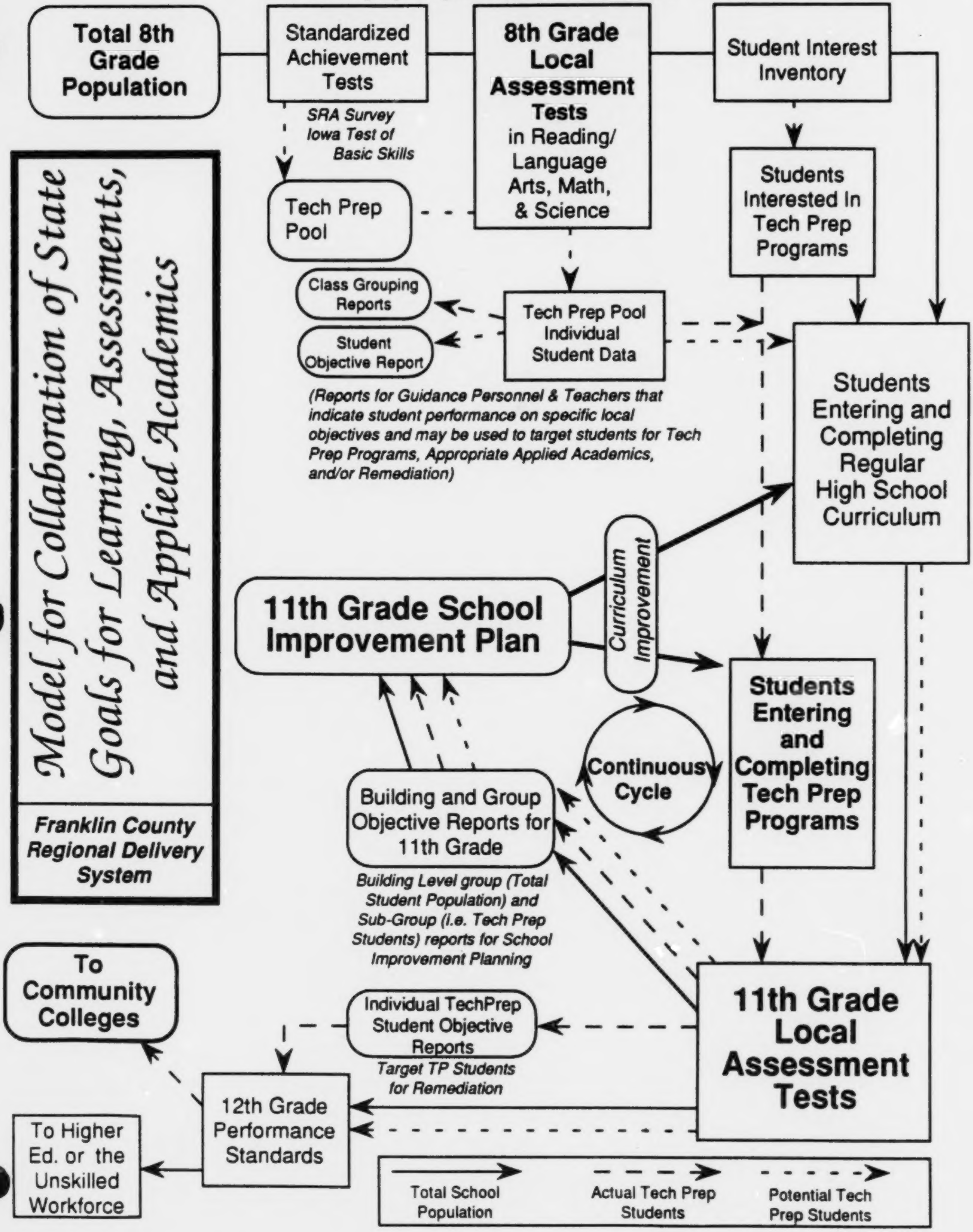
Strategy for Tech Prep Student Identification and School Improvement

A Yearly Cycle of Curricular Improvement



Total 8th Grade Population
Standardized Achievement Tests
SRA Survey
Iowa Test of Basic Skills
8th Grade Local Assessment Tests in Reading/ Language Arts, Math, & Science
Student Interest Inventory
Tech Prep Pool
Students Interested In Tech Prep Programs
Class Grouping Reports
Student Objective Report
Tech Prep Pool Individual Student Data
Students Entering and Completing Regular High School Curriculum
11th Grade School Improvement Plan
Curriculum Improvement
Continuous Cycle
Students Entering and Completing Tech Prep Programs
Building and Group Objective Reports for 11th Grade
To Community Colleges
Individual TechPrep Student Objective Reports
Target TP Students for Remediation
11th Grade Local Assessment Tests
12th Grade Performance Standards
To Higher Ed. or the Unskilled Workforce
Total School Population
Actual Tech Prep Students
Potential Tech Prep Students

Model for Collaboration of State Goals for Learning, Assessments, and Applied Academics

Franklin County Regional Delivery System

(Reports for Guidance Personnel & Teachers that indicate student performance on specific local objectives and may be used to target students for Tech Prep Programs, Appropriate Applied Academics, and/or Remediation)

Building Level group (Total Student Population) and Sub-Group (i.e. Tech Prep Students) reports for School Improvement Planning

TECH PREP

3. OBJECTIVE

Complete utilizing a committee composed of academic and vocational instructors, an analysis of all Technical Preparation sites' goals for learning objectives and assessments to assure applied academics are included.

PROCEDURES

Lead academic and vocational teachers will be selected from each Technical Preparation site to serve on a committee designed to conduct an analysis of their LEA's State Goals for Learning, objectives and assessments to assure applied academics are included.

PERSONS RESPONSIBLE

Lead Academic and Vocational Teachers
LEA's

DUE DATE

August, 1991

EVALUATION

The Project Director will, with input from the Regional System Directors and external evaluator, evaluate the analysis to insure both academic and vocational instructors are assessing the State Goals for Learning, Objectives, Assessments, and applied academics.

ABSTRACT

3. OBJECTIVE

Description of Activities

1.A.1 On November 19, 1991 teams of math instructors and Math Dept. Chairs from each High School within the Rend Lake Area Regional Delivery System were asked to attend a workshop for the Collaboration of State Goals for Learning, Local Objectives and Assessments with Applied Academics for the purpose of correlating the CORD Applied Mathematics I and II with their local schools' objectives and assessments. Sally Cherry from the ESR's Office serving Hamilton/Jefferson Counties was the Facilitator for the Applied Mathematics Correlations meeting. The evaluations were quite positive and Sally was very receptive to the correlation concept and was excellent to work with this group of instructors. See attachments for the Agenda and list of participants attending.

1.A.2 On December 13, 1991 teams of English and Applied Communication instructors and English Dept. Chairs from each High School within the Rend Lake Area Regional Delivery System were asked to attend a TECH PREP Workshop for the Collaboration of Language Arts State Goals for Learning, Local Objectives and Assessments with Applied Communication. Sally Cherry from the ESR's Office serving Hamilton/Jefferson Counties facilitated this meeting. See attachments for Agenda and Attendance Sheets. As you can tell from the evaluation sheets, one participant was sent to the meeting with no prior exposure to TECH PREP or its concept and he was not in agreement with the correlations. This is another example of the need for all teachers to have some level of understanding of what TECH PREP is all about.

1.A.3 On December 17, 1991 teams of Science, Principles of Technology Instructors and Science Dept. Chairs from Rend Lake Area Regional Delivery System were invited to attend the TECH PREP Workshop for the Collaboration of Science State Goals for Learning, Local Objectives and Assessments with Applied Biology/Chemistry & Principles of Technology. Sally Cherry from the ESR's Office serving Hamilton/Jefferson Counties facilitated this meeting. See Attachments for Agenda, Attendance Sheet and Evaluation Comment Sheets.

TECH PREP WORKSHOP: Collaboration of State Goals for Learning, Local Objectives and Assessments with Applied Academics

Date: November 19, 1991

Time: 8:30 A.M. - 3:30 P.M.

Location: Mt. Vernon High School
Building H, Room 119
Mt. Vernon, IL 62864

FOR TEAMS *OF MATH INSTRUCTORS AND MATH DEPT. CHAIRS FROM EACH HIGH SCHOOL within REND LAKE AREA REGIONAL DELIVERY SYSTEM. Each team will work on their district's local objectives and assessments for the correlations.*

Each High School please send at least two persons:

Preferably: 1 MATHEMATICS DEPT. Chairperson
and
1 Applied Math Instructor

AGENDA

Welcome and Introductions	Dr. P.E. Cross, Reg. Supt. Betty Musgrave, TECH PREP Director

BRIEF OVERVIEWS

TECH PREP Video Overview (ISBE) and TECH PREP Updates	Betty
"Tie In" with Rend Lake Area Reg. Del. Sy.	Dr. Earl Jeffers, Sy. Dir.
Background of State Goals, Objectives and Assessments	Sally Cherry
TECH PREP Collaboration Project	Betty

SMALL GROUP WORK SESSION

Correlations of individual School District's Local Assessments with Applied Mathematics	Sally
Correlations of LEA's Local Assessments with Applied Mathematics	Sally
"Math Competencies needed by High School Students to enter Rend Lake College"	Betty

SUMMARY

"A look at other applied academic curriculum and videos"
Evaluations/Comments

TECH PREP WORKSHOP:
Collaboration of State Goals for Learning, Local Objectives and Assessments with Applied Academics

November 19, 1991

Mt. Vernon High School
Building H, Room 119
Mt. Vernon, IL 62864

Name	School	Address	Soc. Sec. #	Teaching Area
Steve Strickland	Wayne City H.S.		351-46-1049	Math.
Tom Copple	WOODLAWN		351-46-0987	Math
Bill Carter	MT. VERNON		323-32-2480	Math
John Spaniol	Mt. Vernon		319-50-6017	Science
Roger Stricker	WALtonville		339-44-3640	MATh
ALetta LAwrence	WALtonville		340-70-6368	Computers-Math
Brian Ward	McLeansboro		404-19-6652	Math

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

TO: District Superintendents/Principals

FROM: Betty Musgrave, TECH PREP Director

DATE: December 4, 1991

SUBJECT: **December 13, 1991:** TECH PREP Workshop: Collaboration of Language Arts State Goals for Learning, Local Objectives and Assessments with Applied Communication, and

December 17, 1991: TECH PREP Workshop: Collaboration of Science State Goals for Learning, Local Objectives and Assessments with Applied Biology/Chemistry and Principals of Technology

Enclosed you will find copies of the Agendas for each of the workshops with registration forms attached to each. Please distribute these to the appropriate persons in your schools that you feel would be lead teachers in these areas.

The Math correlations went very well and evaluations were quite high. We anticipate finishing the correlations for the completed applied curricula with these two meeting. In order to complete the computer work for distribution for next semester it was critical to have these meetings before Christmas.

We feel the teachers from the other schools have benefitted greatly from these correlations. We would appreciate your support in the TECH PREP initiatives. Teachers' substitutes will be reimbursed to your school.

If you have questions, please call 438-9711.

cc: Dr. P.E. Cross
Dr. Earl Jeffers
Mr. David Beehn (included copies for teachers)
Mr. Jim Shifflett (included copies for teachers)
Steve Danner (included copies for teachers)
Sally Cherry
Ernie VanZant
Carroll Turner

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493

TECH PREP WORKSHOP: Collaboration of Language Arts State Goals for Learning, Local Objectives and Assessments with Applied Communication

Date: December 13, 1991

Time: 8:30 A.M. - 3:30 P.M.

Location: Mt. Vernon High School
Bldg. H, Rm. 119
Mt. Vernon, IL 62864

***FOR TEAMS** OF ENGLISH AND APPLIED COMMUNICATION INSTRUCTORS AND ENGLISH DEPT. CHAIRS FROM EACH HIGH SCHOOL within REND LAKE AREA REGIONAL DELIVERY SYSTEM. Each team will work on their district's local objectives and assessments for the correlations.*

Please send at least two or three persons:
Preferably: ENGLISH DEPT. Chairperson and ENGLISH Instructor and APPLIED COMMUNICATION INSTRUCTOR

AGENDA

Welcome and Introductions	Dr. P.E. Cross, Reg. Supt. Betty Musgrave, TECH PREP Director

BRIEF OVERVIEWS

TECH PREP Video Overview (ISBE) and TECH PREP Updates	Betty
"Tie In" with Rend Lake Area Reg. Del. Sy.	Dr. Earl Jeffers, Sy. Dir.
Background of State Goals, Objectives and Assessments	Sally Cherry
TECH PREP Collaboration Project	Betty

SMALL GROUP WORK SESSION

Correlations of individual School District's Local Objectives with Applied Communication	Sally
Correlations of LEA's Local Assessments with Applied Communication	Sally

SUMMARY

"A look at other applied academic curriculum and videos"
Evaluations/Comments
(SEE ENCLOSED REGISTRATION FORM OR PHONE IN REG. BY DEC. 11: 438-9711)

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493

TECH PREP WORKSHOP:
Collaboration of State Goals for Learning, Local Objectives and Assessments with Applied Biology/Chemistry & Prin. of Tech.

REGISTRATION DUE BY : **DECEMBER 13, 1991** **Sc. Dept. Chair** ☐

Instructor's Name ______________________________ **Science Instructor** ☐

School Name ______________________________ **Prin. of Tech. Inst.** ☐

Please register me for the correlations ☐ **Yes** ☐ **No**

Please include me for the luncheon ☐ **Yes** ☐ **No**

My School does not wish to participate in the Correlations ☐

IF YOU HAVE QUESTIONS, PLEASE CALL 438-9711
PLEASE RETURN TO:

Betty Musgrave
TECH PREP Director
c./o Barry Kohl, Reg. Supt.
202 West. Main
Benton, IL 62812

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493

TECH PREP WORKSHOP: Collaboration of Language Arts State Goals for Learning, Local Objectives and Assessments with Applied Communication

December 13, 1991

Mt. Vernon High School
Bldg. H., Room 119
Mt. Vernon, IL 62864

Name	School	Address	Soc. Sec. #	Teaching Area
Bill [illegible]	[illegible]	[illegible]	305-34-2276	Social Studies & English
Ted Morrissey	MVTHS	Mt Vernon IL	339-64-5745	English
Jim Miller	MVTHS	720 S. 7th St	402-54-5507	English/Speech R. Engl
[illegible]	[illegible]			
[illegible]	[illegible] Learning Specialist			
[illegible]	[illegible]			
[illegible]	[illegible]			

340 BEST COPY AVAILABLE

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493

TECH PREP WORKSHOP: Collaboration of State Goals for Learning, Local Objectives and Assessments with Applied Biology/Chemistry & Prin. of Tech.

Date: December 17, 1991

Time: 8:30 A.M. - 3:30 P.M.

Location: Mt. Vernon High School
Building H, Room 119
Mt. Vernon, IL 62864

FOR TEAMS *OF SCIENCE , PRINCIPLES OF TECHNOLOGY INSTRUCTORS AND SCIENCE DEPT. CHAIRS FROM EACH HIGH SCHOOL within REND LAKE AREA REGIONAL DELIVERY SYSTEM . Each team will work on their district's local objectives and assessments for the correlations.*

Please send at least two or three persons:
Preferably: SCIENCE DEPT. Chairperson and Sc. Instructor and PRINCIPLES OF TECHNOLOGY INSTRUCTOR

AGENDA

Welcome and Introductions	Dr. P.E. Cross, Reg. Supt. Betty Musgrave, TECH PREP Director

BRIEF OVERVIEWS

TECH PREP Video Overview (ISBE) and TECH PREP Updates	Betty
"Tie In" with Rend Lake Area Reg. Del. Sy.	Dr. Earl Jeffers, Sy. Dir.
Background of State Goals, Objectives and Assessments	Sally Cherry
TECH PREP Collaboration Project	Betty

SMALL GROUP WORK SESSION

Correlations of individual School District's Local Objectives with Applied Biology/Chemistry and Principles of Technology	Sally
Correlations of LEA's Local Assessments with Applied Biology/Chemistry and Principles of Technology	Sally

SUMMARY

Discussion of the assessment process of local learner objectives in Science	Sally
"A look at other applied academic curriculum and videos"	Betty
Evaluations/Comments	

(SEE ENCLOSED REGISTRATION FORM OR PHONE IN REG. BY DEC. 13: 438-9711)

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493

TECH PREP WORKSHOP:
Collaboration of State Goals for Learning, Local Objectives and Assessments with Applied Biology/Chemistry & Prin. of Tech.

December 17, 1991

Mt. Vernon High School
Building H, Room 119
Mt. Vernon, IL 62864

Name	School	Address	Soc. Sec. #	Teaching Area
Patsy Bullard	Woodlawn		345-42-5054	Bio/Chem Applied Biology
Earl Wayman	Mt. V.T.H.S.		357-36-7571	Chem. I/Chem. II
Larry Cherry				
[illegible]	[illegible]		[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

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4. OBJECTIVE

Develop a formal plan for pre-testing (baseline) and post-testing (completion) secondary Technical Preparation students.

PROCEDURES

Finalize a formal plan with the Educational Service Region (ESR) Testing Centers' personnel and selected lead academic and vocational committees members to formalize a plan to recommend to each local district and/or Rend Lake Area Regional Delivery System to utilize their already existing Testing Center to identify methods for assessing Technical Preparation students at entrance (baseline) and at the completion of the Technical Preparation sequence.

PERSONS RESPONSIBLE

Testing Center Personnel
Lead Academic and Vocational Committees Members

DUE DATE

June, 1992

EVALUATION

The Project Director, with input from the Regional System Directors, principals and external evaluator, will evaluate successful processes used and a completed and usable written outline of the processes used to compare local learner objectives with applied academics and an outline of the process to be utilized for tracking the progress of the Technical Preparation student will be available for other Technical Preparation programs in the State of Illinois.

ABSTRACT

4. OBJECTIVE

Descriptive of Activities

1.A.1 The first steps to arriving at a formal plan for pre-testing and post-testing (completion) secondary Technical Preparation students has begun with an orientation meeting with Superintendents, Principals and Counselor representatives from TECH PREP sites within the Rend Lake Area Regional Delivery System. This meeting was an overview of the process that was formalized for the Franklin County Regional Delivery System in Phase I of the mini TECH PREP grant for Collaboration of State Goals for Learning, Local Objectives and Assessments with Applied Academics. **See Objective 2 Attachments**

1.A.2 Correlations of the Math State Goals for Learning, Local Objectives and Assessments with Applied Math have been completed for the Rend Lake Area Regional Delivery System TECH PREP sites and for other schools that are non TECH PREP sites. **See Objective 2 Attachments**

1.A.3 Collaboration Workshops are planned for December 13, 1991 and December 17, 1991 for correlations of Applied Communications and Applied Biology/Chemistry and Principles of Technology for the Rend Lake Area Regional Delivery System TECH PREP sites and other non-TECH PREP sites are invited to participate. **See Objective 2 Attachments**

1.A.4 After the Collaboration Workshops are completed, in late December or early January, the TECH PREP Director will meet with Sally Cherry, Facilitator for correlations, to discuss and compare these correlations with the correlations from Franklin County Regional Delivery Schools' correlations. From these results, a formal plan will be drafted. Another meeting will be set in January to seek input from Counselors, Principals, and Administrators for this formal plan.

ABSTRACT

4. OBJECTIVE

Descriptive of Activities

1.A.1 The first steps to arriving at a formal plan for pre-testing and post-testing (completion) secondary Technical Preparation students has begun with an orientation meeting with Superintendents, Principals and Counselor representatives from TECH PREP sites within the Rend Lake Area Regional Delivery System. This meeting was an overview of the process that was formalized for the Franklin County Regional Delivery System in Phase I of the mini TECH PREP grant for Collaboration of State Goals for Learning, Local Objectives and Assessments with Applied Academics. **See Objective 2 Attachments**

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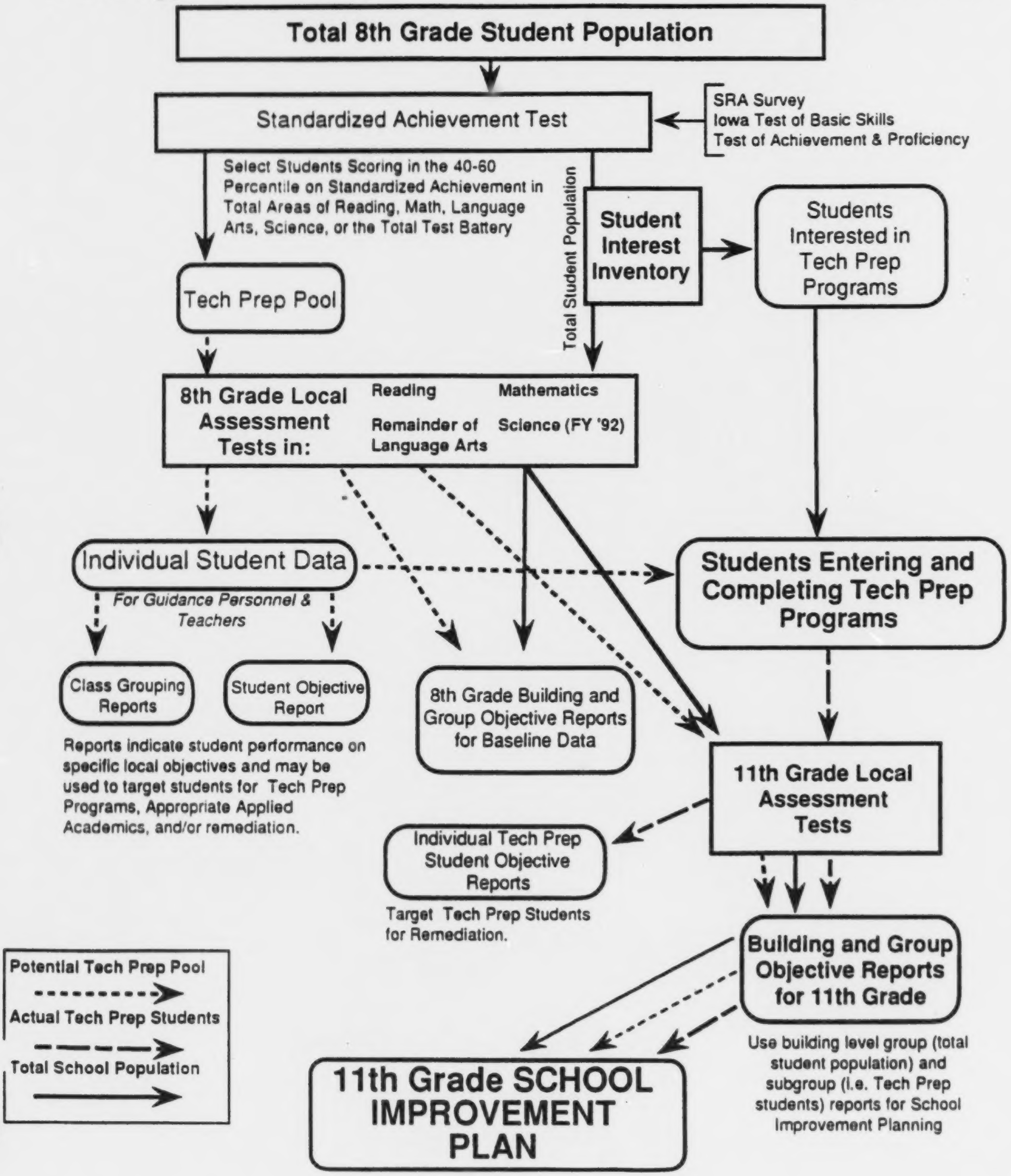
1.A.5 The Franklin County Testing Center Coordinator, Computer Specialist, and TECH PREP Director has met, compared and analyzed the Franklin County Regional Delivery Systems' Model with the Rend Lake Area Regional Delivery System. Decisions were made that the same model will work for both Delivery Systems and a Model would be developed that could be transferable to all TECH PREP grants/schools. The schematic has been reviewed, analyzed and a first draft has been made by the Computer Specialist for the Collaboration Executive to come back together and review. Efforts will be made to develop a model that can be utilized by all TECH PREP recipient.

Tech Prep for the Franklin Co. Regional Delivery System

Development of a Model for Collaboration of State Goals for Learning, Assessments and Applied Academics

Draft

A Strategy for Tech Prep Student Identification & School Improvement


Total 8th Grade Student Population
Standardized Achievement Test
SRA Survey
Iowa Test of Basic Skills
Test of Achievement & Proficiency
Total Student Population
Student Interest Inventory
Students Interested in Tech Prep Programs
Tech Prep Pool
8th Grade Local Assessment Tests in:
Reading
Mathematics
Remainder of Language Arts
Science (FY '92)
Individual Student Data
For Guidance Personnel & Teachers
Class Grouping Reports
Student Objective Report
8th Grade Building and Group Objective Reports for Baseline Data
Students Entering and Completing Tech Prep Programs
11th Grade Local Assessment Tests
Individual Tech Prep Student Objective Reports
Building and Group Objective Reports for 11th Grade
11th Grade SCHOOL IMPROVEMENT PLAN
Potential Tech Prep Pool
Actual Tech Prep Students
Total School Population

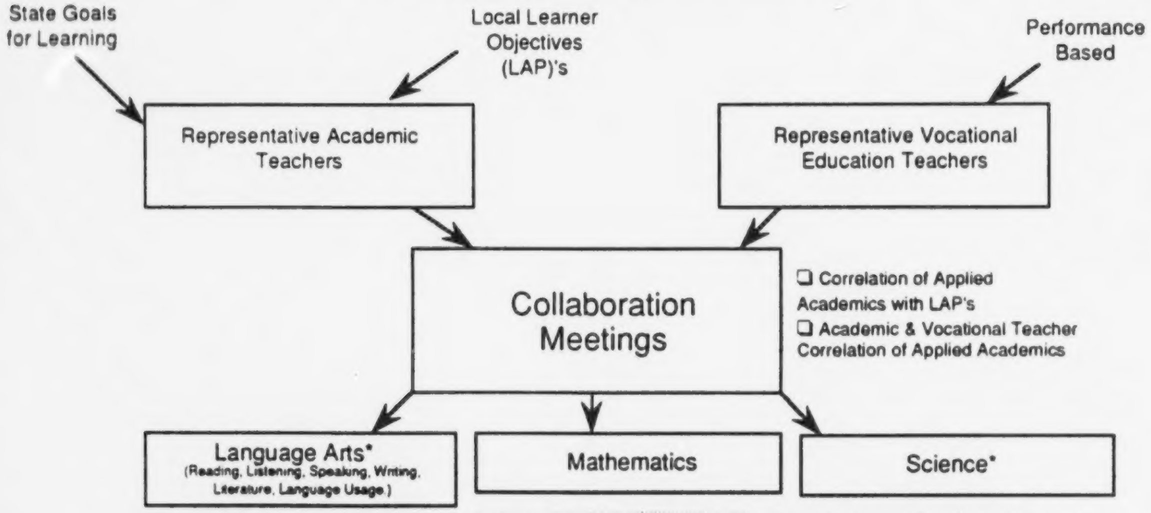
Select Students Scoring in the 40-60 Percentile on Standardized Achievement in Total Areas of Reading, Math, Language Arts, Science, or the Total Test Battery

Reports indicate student performance on specific local objectives and may be used to target students for Tech Prep Programs, Appropriate Applied Academics, and/or remediation.

Target Tech Prep Students for Remediation.

Use building level group (total student population) and subgroup (i.e. Tech Prep students) reports for School Improvement Planning

Tech Prep for the Franklin Co. Regional Delivery System
Development of a Model for Collaboration of State Goals for Learning, Assessments and Applied Academics
Strategies for Implementation



State Goals for Learning

Local Learner Objectives (LAP)'s

Performance Based

Representative Academic Teachers

Representative Vocational Education Teachers

Collaboration Meetings

☐ Correlation of Applied Academics with LAP's
☐ Academic & Vocational Teacher Correlation of Applied Academics

Language Arts*
(Reading, Listening, Speaking, Writing, Literature, Language Usage.)

1. Become Familiar with both LAP and Applied Communications.
2. Scope & Sequence Local Curriculum
3. Correlate Scope & Sequence with LAP's
4. Correlate Applied Academic Materials with Local LAP's
5. Correlate Applied Academic Test Items with LAP Objectives
6. Assess Validity/Bias of Applied Academic Items
7. Assess Validity/Bias of Local Assessment Instruments
+8. Administer Assessment Instruments
+9. Score, Report, Track Assessment Data
10. Analyze Assessment results for School Improvement Plan.
11. Formulate SIP Activities Correlated to Item/Module/Objective/Activity

These Activities Were Done in Reading Only During FY91

Mathematics

1. Become Familiar with both LAP and Applied Mathematics.
2. Scope & Sequence Local Curriculum
3. Correlate Scope & Sequence with LAP's
4. Correlate Applied Academic Materials with Local LAP's
5. Identify Applied Mathematics Items for Inclusion in 1992 local mathematics assessment.
6. Correlate Applied Academic Test Items with LAP Objectives
7. Assess Validity/Bias of Applied Academic Items
8. Assess Validity/Bias of Local Assessment Instruments
+9. Administer Assessment Instruments
+10. Score, Report, Track Assessment Data
11. Analyze Assessment results for School Improvement Plan.
12. Formulate SIP Activities Correlated to Item/Module/Objective/Activity

Science*

1. Become Familiar with both LAP and Applied Biology/Chemistry and Principles of Technology.
2. Scope & Sequence Local Curriculum
3. Correlate Scope & Sequence with LAP's
4. Correlate Applied Academic Materials with Local LAP's
5. Correlate Applied Academic Test Items with LAP Objectives
6. Assess Validity/Bias of Applied Academic Items
7. Assess Validity/Bias of Local Assessment Instruments
(Principles of Technology teacher was involved in development of performance-based science local assessment.)
+8. Administer Assessment Instruments
+9. Score, Report, Track Assessment Data
10. Analyze Assessment results for School Improvement Plan.
11. Formulate SIP Activities Correlated to Item/Module/Objective/Activity

Note The Following:
FY 91 Activities (All Sites)
FY 92 Activities (All Sites)
FY 91 Activities (Pilot Sites) - All others in FY 92

+ See the accompanying chart "Strategies for Identification of the Tech Prep Student" for details.

* Due to the ISBE assessment schedule, only local assessments of Mathematics and the Reading portion of Language Arts have been implemented through FY91 in grade 11. The remainder of language arts in grade 11 and science in grades 3, 6, 8, & 11 are scheduled to be assessed during FY 92.

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Draft

Achievement & Local Assessment Test Results for Tech Prep Identification and School Improvement

The following reports can be used to assist in potential Tech Prep student identification:

A. Class List Report.

This report lists achievement test data for the identified potential Tech Prep pool of students. This group is comprised of those who scored between the 40th and 60th national percentile on their school's 8th grade achievment test total scores in the area(s) of Reading, Math, Language Arts, Science, or Total test score.

B. Class Grouping Report.

This report groups the students selected in the Tech Prep pool from their achievment test according to how they performed (mastery/non-mastery) on each objective of their 8th grade local assessment test.

This may be used to determine weaknesses and strengths of the group of students.

C. Student Objective Report.

This report shows each Tech Prep pool student's performance (mastery/non-mastery) on their 8th grade local assessment test.

This may be used for specific placement of a student according to individual strengths and weaknesses.

The following reports can be used to evaluate Programs and to Formulate School Improvement Plans.

D. Building Objective Report. (For the Building)

E. Building Objective Report. (For Tech Prep Students)

This report summarizes group performance (Percent of student mastery) of each objective on the the group's local assessment test.

Comparison of reports for the entire building with that of Tech Prep students may indicate strengths or weaknesses in the standard curriculum or Tech Prep curriculum.

3/92
Update

TECH PREP Reports

The following reports can be utilized to assist in the identification and monitoring of TECH PREP participants. These reports may include the following:

Achievement Test Reports:

Student Multi-Referenced Report

Provides detailed information concerning each student's performance on the standardized achievement test (i.e. SRA, ITBS, or TAP).

Building/District Objective Report

Provides summary information concerning Achievement Test Objectives. This report can list the entire building, district or subgroups as needed. (i.e. Tech Prep students)

District/Building Summary

Provides summary information concerning achievement test standardized measures. (i.e. stanines, grade equivalent, normal curve equivalent, etc.)

Longitudinal Comparison

This is a compilation of several summary reports to provide a means of noting longitudinal growth of student groups. It was created to provide more clear comparisons.

Class List Reports

This report provides basic information concerning subtest results from standardized achievement tests during preliminary screening/selection of the TECH PREP pool.

Local Assessment Test Reports:

Student Objective Report

Provides detailed information concerning each student's performance on each objective of the criterion referenced local assessment. Individual deficiencies can be identified through analysis of this report for class scheduling, remediation planning, or other purposes.

Special codes can be included in this individual level report to provide input to the student's current status:

First Digit = Principles of Technology Level
Second Digit = Electronics Level
Third Digit = Applied Math Level (This coding can be altered as needed.)

Building/District Objective Report

Provides summary information concerning local assessment objectives. This report can list the entire building, district or subgroups as needed. (i.e. Tech Prep students)

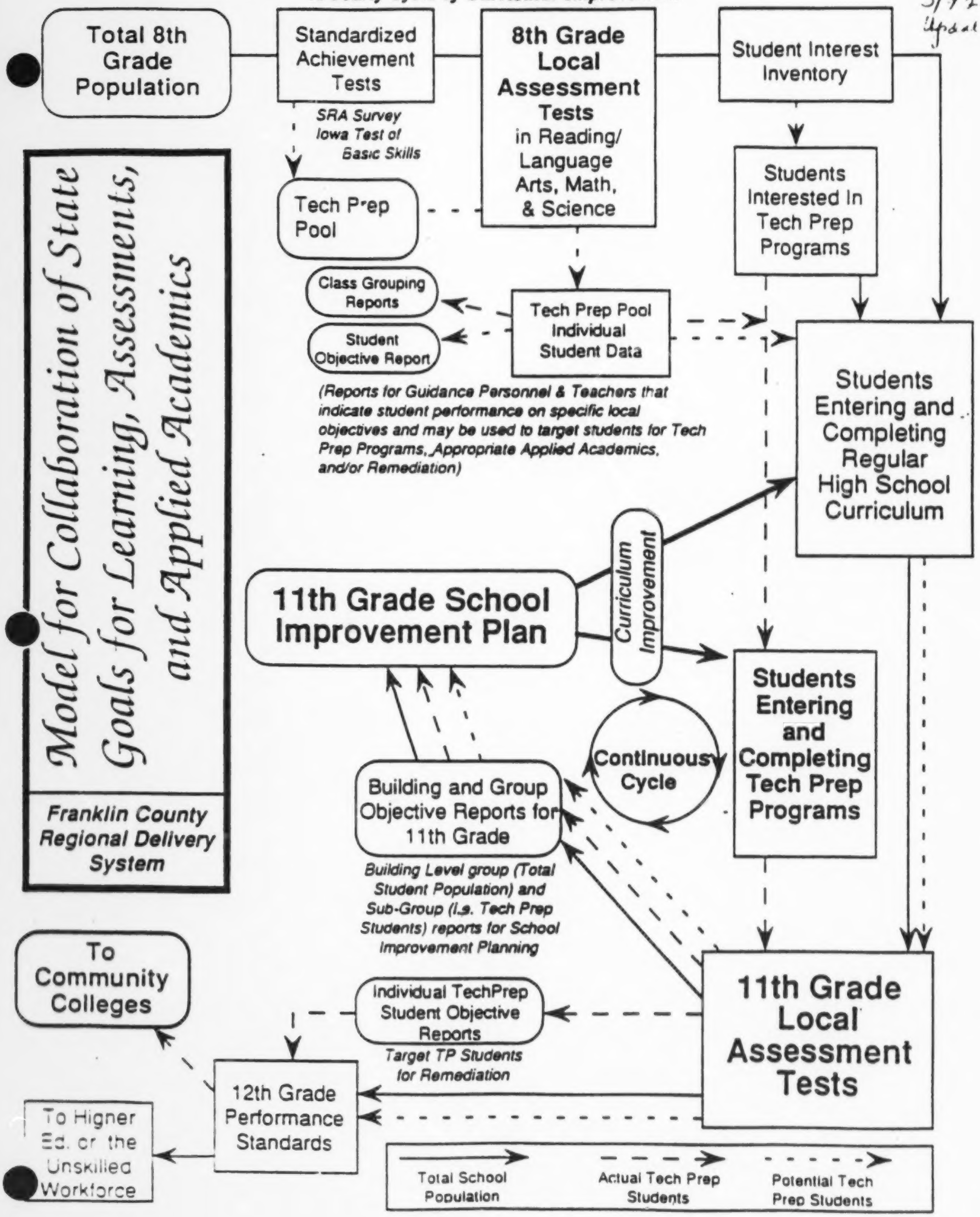
Class Grouping Report

This report provides a list of students mastering or not mastering each LAP Objective (or achievement test objective). This report can be used for class scheduling, remediation planning, or other uses.

Strategy for Tech Prep Student Identification and School Improvement

A Yearly Cycle of Curricular Improvement

5/92 Update



Total 8th Grade Population
Standardized Achievement Tests
SRA Survey
Iowa Test of Basic Skills
8th Grade Local Assessment Tests in Reading/ Language Arts, Math, & Science
Student Interest Inventory
Tech Prep Pool
Students Interested In Tech Prep Programs
Class Grouping Reports
Student Objective Report
Tech Prep Pool Individual Student Data
(Reports for Guidance Personnel & Teachers that indicate student performance on specific local objectives and may be used to target students for Tech Prep Programs, Appropriate Applied Academics, and/or Remediation)
Students Entering and Completing Regular High School Curriculum
11th Grade School Improvement Plan
Curriculum Improvement
Students Entering and Completing Tech Prep Programs
Continuous Cycle
Building and Group Objective Reports for 11th Grade
Building Level group (Total Student Population) and Sub-Group (I.e. Tech Prep Students) reports for School Improvement Planning
To Community Colleges
Individual TechPrep Student Objective Reports
Target TP Students for Remediation
11th Grade Local Assessment Tests
12th Grade Performance Standards
To Higner Ed. or the Unskilled Workforce
Total School Population
Actual Tech Prep Students
Potential Tech Prep Students

Model for Collaboration of State Goals for Learning, Assessments, and Applied Academics

Franklin County Regional Delivery System

5. OBJECTIVE

Develop a formal plan for the Community College to utilize their testing center and assessment instruments to gather baseline data for measuring academic achievement of Technical Preparation students compared to non-Technical Preparation students.

PROCEDURES

Meet with Community College testing personnel, ESR's Testing Center personnel and Technical Preparation State Goals and applied academics collaboration committees from each Regional Delivery System to formalize a plan for utilizing their existing testing centers' capabilities. The testing center from the Community college will gather transfer baseline data for tracking and measuring performance of the Technical Preparation student through employment placement or transfer to the universities.

PERSONS RESPONSIBLE

Community College Testing Personnel
ESR's Testing Center Personnel

DUE DATE

June, 1992

EVALUATION

Project Director, with input from Community College Vocational Dean and External Evaluator, will evaluate the methods used and the plan to utilize the Testing Center and assessment instruments at the Community College to gather baseline date for measuring academic achievement of Technical Preparation compared to non-Technical Preparation students.

ABSTRACT

5. Objective

Description of Activities

1.A.1 On-going

1.A.2 The local schools are in the final stages local assessments. After the scores have been processed, TECH PREP students itentified from TECH PREP class rosters, the computer Specialist will then process those students for gather baseline data.

1.A.3 The Community College Dean has attended the Franklin County Regional Delivery Board of Control meeting for the orientation of the Collaboration of State Goals, Local Assessments, and presentation of the Schematic for identifying the TECH PREP Student, and being able to follow that student through the ESR Testing Center. Rend Lake College counselors have also attended this same type of presentation at the Franklin County Regional Delivery System Student Services Meeting. We have received positive verbal communication that we will be able to develop this plan. After we have been able to complete this cycle with the local high schools, we will have the data to take and present to the Community College appropriate personnel. This is an on-going process.

TECH PREP

6. OBJECTIVE

Complete using appropriate bidding procedures, for the purchasing and inventorying of all Technical Preparation equipment, applied academic curriculum materials, videos, and software pertinent to the implementation of the Model for training Industrial Technicians.

PROCEDURES

Project Directors and executive committee will purchase, inventory and tag all equipment, curriculum and videos.

PERSONS RESPONSIBLE

Project Director
Executive Committee

DUE DATE

August, 1991

EVALUATION

Purchase and inventory all Technical Preparation equipment, applied academic curriculum materials, videos and software pertinent to the implementation of the model for training Industrial Technicians.

ABSTRACT

6. OBJECTIVE

Description of Activities

1.A.1 On September 4, 1991 a request for approval for a list of equipment purchases to support TECH PREP implementation at our TECH PREP sites was submitted to the Illinois State Board of Education TECH PREP Contract Administrator, Sandy Mercer.

1.A.2 On September 19, 1991 a fax was received from Illinois State Board of Education TECH PREP Contract Administrator notifying our office that the equipment list had been approved for purchase.

1.A.3 On September 19, 1991 letters were sent to IES, Inc., Advance Technologies Consultants, and AIDEX Corp. requesting bids for each individual schools' equipment requests.

1.A.4 On October 7, 1991 decisions were made to purchase equipment based on availability of 2nd Edition Principles of Technology Equipment and Resources; compatibility to equipment already existing within the school; as well as prices quoted. All purchases made are equal to or less than equipment budget approved by ISBE.

1.A.5 At the present time, December 7, 1991, we have received partial shipments of the equipment ordered. The TECH PREP Director will visit each TECH PREP site to check inventorying and equipment received before invoices are paid.

1.A.6 All the Principles of Technology ordered has been received and delivered to the four TECH PREP sites: West Frankfort High School, Zeigler/Royalton High School, Wayne City High School and Mt. Vernon High School. Most of the equipment ordered is for the 1st year of Principles of Technolgy. More equipment and curriculum is needed if Principles of Technology II is to be taught in these schools. See Attachments for copies of Invoices for equipment purchased and curricula purchased.

1.A.7 One Set of Applied Communications and Applied Biology/Chemistry curricula was purchased for Zeigler/Royalton High School and West Frankfort High School. In order to be more efficient with TECH PREP dollars, Rend Lake College has offered their media service for copying the applied curricula videos for the feeder schools. Franklin County EFE has purchased Applied Mathematics for all the non TECH PREP sites within the region. Each TECH PREP site has purchased their own students' books and/or copying units as they are needed. Principles of Technolgy has been purchased for the sites needing the units and again Rend Lake College furnished their media service for copying the TECH PREP video tapes. Principles of Technology II Units are needed for three of the four TECH PREP sites for next year. See Attachments for Inventory Lists of Resources purchased.

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493

September 4, 1991

Ms. Sandy Mercer
Contract Administrator
Illinois State Board of Education
Department of Adult, Vocational and
Technical Education
100 North First Street
Springfield, IL 62777-0001

Dear Ms. Mercer:

Enclosed you will find the request from our TECH PREP project for Equipment which is needed for training INDUSTRIAL TECHNICIANS in the core courses: Principles of Technology and Electronics I and II.

Thank you for your support and response to this request for TECH PREP sites: West Frankfort High School, Zeigler/Royalton High School, Wayne City High School and Mt. Vernon High School.

Sincerely,

Betty Musgrave

Betty Musgrave
TECH PREP Director

BJM

Enclosures

ILLINOIS STATE BOARD OF EDUCATION
100 North First Street • Springfield, Illinois 62777-0001

Louis Mervis
Chairman

Robert [illegible]
State Superintendent

September 19, 1991

Ms. Betty Musgrave
Tech Prep Project Director
202 W. Main St.
Benton, IL 62812

Dear Betty:

You recently submitted a request for approval of equipment purchases to support Tech Prep implementation at selected sites. This letter is to notify you of approval by our office to purchase the equipment requested.

Please feel free to contact me at 217/782-4620 should you have any questions.

Sincerely,

Sandy

Sandy Mercer
Contract Administrator
Vocational Education Program
Improvement

An Equal Opportunity/Affirmative Action Employer

================== FRANKLIN COUNTY ESR OFFICE FUND LEDGER REPORT 06/30/92 ===== PAGE 54 ==BUD130

ACCOUNT NUMBER		DATE	VENDOR NO. & NAME	AMOUNT	DESCRIPTION	CHECK	CLAIM
31-4427-383	1	01/30/92	125 DAVE DOBILL COUNTY CLERK	13.20	TECH PREP W/COMP	3923	Jan
		02/28/92	125 DAVE DOBILL COUNTY CLERK	13.20	TECH PREP W/COMP	3947	Feb
		03/27/92	125 DAVE DOBILL COUNTY CLERK	13.20	TECH W/COMP	4119	Mar
		04/30/92	125 DAVE DOBILL COUNTY CLERK	13.20	W/COMP TECH PREP	4197	Apr
		05/29/92	125 DAVE DOBILL COUNTY CLERK	13.20	TECH W/COMP	4271	May
		06/26/92	125 DAVE DOBILL COUNTY CLERK	13.20	TECH W/COMP	4382	Jun
				163.80	* * * * * *		
31-4427-410 ✓ Resource materials	1	10/31/91	91 CURRICULUM PUBLICATIONS	1,591.04	RESOURCE MATERIALS	3717	Nov
		11/26/91	37 REND LAKE COLLEGE Folders	33.60	RESOURCE MATERIALS	3799	Dec
		11/26/91	193 BETTY MUSGRAVE Ky Bus. Curriculum	50.00	RESOURCE MATERIALS	3797	Dec
		12/19/91	43 WAL MART	24.00	TAPES FOR APP BIOLOGY	3873	Jan
		12/19/91	367 FIRST BANK & TRUST	8.00	BADGES/TECH PREP CONF	3856	Jan
		12/19/91	394 WCEE TV	25.00	TECH PREP/NEWS VIDEO	3876	Jan
		12/20/91	91 CURRICULUM PUBLICATIONS	16.50	SUPPLIES/TECH PREP FLN	3852	Jan
		01/09/92	402 COMMUNIGRAPH INCORPORATED	173.00	TECH PREP FOLDERS	3957	Feb
		01/20/92	401 GO PROMOTIONS T. Prep	153.30	RESOURCE MATERIALS	3962	Feb
		01/20/92	401 GO PROMOTIONS T-Prep	11.90	FREIGHT/TECH MATERIALS	4033	Mar
		02/15/92	428 CENTER FOR OCCUPATIONAL	267.84	RESOURCE MATERIALS	4082	Mar
		02/18/92	43 WAL MART Blank tapes	144.00	TECH PREP SUPPLIES	4051	Mar
		02/13/92	446 MERIDIAN ED CORPORATION	102.60	RESOURCE MATERIALS	4240	May
		05/04/92	43 WAL MART Blank tapes	56.00	SUPPLIES	4253	May
		03/06/92	376 MT VERNON HIGH SCHOOL Prin. of Tech. Books and CD 1-7	174.50	RESOURCE MATERIALS	4437	Jun
		06/15/92	501 AIT	283.25	RESOURCE MATERIALS	4399	Jun
		06/18/92	428 CENTER FOR OCCUPATIONAL	455.00	RESOURCE MATERIALS	4405	Jun
		06/29/92	411 KLAUS RADIO INC. Graphic calculators	488.00	RESOURCE MATERIALS	4423	Jun
		06/30/92	225 F.C.H.S. Calculators	530.27	RESOURCE MATERIALS	4397	Jun
		06/30/92	428 CENTER FOR OCCUPATIONAL	929.23	RESOURCE MATERIALS	4405	Jun
		06/30/92	395 IES INC	1.714.96	RESOURCE MATERIALS	4425	Jun
		06/30/92	501 AIT	588.82	RESOURCE MATERIALS	4399	Jun
		06/30/92	411 KLAUS RADIO INC.	76.30	RESOURCE MATERIALS Applied math	4428	Jun
				7,997.31	* * * * * *		
1-4427-540 ✓ equipment	1	11/13/91	395 IES INC				
		11/13/91	395 IES INC	10,000.00	TECH EQUIPMENT	3860	Jan
		11/26/91	393 AIDEX	10.000.00	TECH EQUIPMENT	3860	Jan
		11/26/91	393 AIDEX	4,944.50	Z-R TECH EQUIPMENT	3848	Jan
		11/26/91	393 AIDEX	4,877.80	WFHS/TECH EQUIPMENT	3848	Jan
		11/26/91	393 AIDEX	4.950.00	WFHS/TECH EQUIPMENT	3848	Jan
				4,975.00	ZR TECH EQUIPMENT	3848	Jan
		06/30/92	411 KLAUS RADIO INC.	252.70	EQUIPMENT Applied mathematics	4428	Jun
				40,000.00	* * * * * *		

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OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493

September 19, 1991

Darlene Wilson, President
IES, Inc
7320 N. W. 45 th
Bethany, Ok 73008

Dear Mrs. Wilson

As per your request, we are enclosing individual schools equipment list for your best prices.

If you have any questions please call me at (618) 439-9711.

Thank you for your interest in giving a bid as quickly as possible.

Sincerely,
Betty Musgrave
Betty Musgrave
TECH PREP
Director

ab:bjm

Enclosures

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493

September 19, 1991

Advance Technologies Consultants
46680 W. Seven Mile
Northville, Michigan 48167

Dear Mr. Zydick:

As per your request, we are enclosing individual schools equipment list for your best prices.

If you have any questions please call me at (618) 439-9711.

Thank you for your interest in giving a bid as quickly as possible.

Sincerely,
Betty Musgrave
Betty Musgrave
TECH PREP
Director

ab:bjm

Enclosures

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493

September 19, 1991

Mr. Gary Rockis, President
AIDEX Corp.
1802 North Division Street
Morris, IL 60450

Dear Mr. Rockis:

As per your request, we are enclosing individual schools equipment list for your best prices.

If you have any questions please call me at (618) 439-9711.

Thank you for your interest in giving a bid as quickly as possible.

Sincerely,
Betty Musgrave
Betty Musgrave
TECH PREP
Director

ab:bjm

Enclosures

TECH PREP
Franklin County Regional Delivery System
Rend Lake Area Regional Delivery System
Rend Lake College

Date ______________________

Betty Musgrave, **TECH PREP Director**
c/o *Barry Kohl*, **Regional Supt.**
202 West Main, Benton, IL 62812
(618) 438-9711

TECH PREP EQUIPMENT INDIVIDUAL SCHOOL BID REQUEST

ITEM NO	QUANTITY	DESCRIPTION	Bid Unit	Bid Total	SCHOOL
1.0-2.0	4	Heavy Duty Support Stand			Mt Vernon Twp. High School
3.0	4	Spring Balance			Mt Vernon Twp. High School
4.0	4	Container			Mt Vernon Twp. High School
5.0-6.0	4	Chain, Cord, Keyring			Mt Vernon Twp. High School
7.1	4	Ruler			Mt Vernon Twp. High School
7.2	4	Protractor			Mt Vernon Twp. High School
9.0-10.0	4	Spring Jig Holder			Mt Vernon Twp. High School
11.0	4	Large Weight Hanger			Mt Vernon Twp. High School
12.0	4	Large "Safety" Weight set			Mt Vernon Twp. High School
14.0	4	Scaled Hydrometer			Mt Vernon Twp. High School
15.0	4	Pocket Hydrometer			Mt Vernon Twp. High School
16.0	4	Beaker			Mt Vernon Twp. High School
17.0	4	U-Tube Manometer w/ Magnet			Mt Vernon Twp. High School
18.0	4	Manual Vacuum Pump			Mt Vernon Twp. High School
20.0	4	Air Chamber Assembly			Mt Vernon Twp. High School
21.0	4	Pressure Gauge			Mt Vernon Twp. High School
22.0	4	Accumulator			Mt Vernon Twp. High School
23.0	4	Multimeter,Analog			Mt Vernon Twp. High School
24.0	4	Universal Quick Discount			Mt Vernon Twp. High School
25.0	4	6V Battery-Dry Cell			Mt Vernon Twp. High School
25.1	4	9V Battery			Mt Vernon Twp. High School
23.7	4	Multimeter, Digital			Mt Vernon Twp. High School
28.0-29.0-30.0	4	Student Electric Switchboard			Mt Vernon Twp. High School
31.0	4	Scaled Therometer			Mt Vernon Twp. High School
32.0	4	Unscaled Therometer			Mt Vernon Twp. High School
33.0	4	Hot Plate			Mt Vernon Twp. High School
34.0-35.0	4	Universal Laboratory			Mt Vernon Twp. High School
36.0	4	Temperature Measuring Set			Mt Vernon Twp. High School
19.0	1	Tubing set			Mt Vernon Twp. High School

TECH PREP
Franklin County Regional Delivery System
Rend Lake Area Regional Delivery System
Rend Lake College

Date ____________________
Betty Musgrave, **TECH PREP Director**
c/o *Barry Kohl*, **Regional Supt.**
202 West Main, Benton, IL 62812
(618) 438-9711

TECH PREP EQUIPMENT INDIVIDUAL SCHOOL BID REQUEST

ITEM NO	QUANTITY	DESCRIPTION	Bid Unit	Bid Total	SCHOOL
26.0	1	12V Battery			Mt Vernon Twp. High School
D.1	1	Suction Cups			Mt Vernon Twp. High School
D.2	1	Socket Fixture			Mt Vernon Twp. High School
D.3	1	Torque Wrench			Mt Vernon Twp. High School
D.4	1	Aspirator Bottle			Mt Vernon Twp. High School
D.5	1	Flow Indicator			Mt Vernon Twp. High School
D.6.1	1	Thermal Bar set			Mt Vernon Twp. High School
D.7	1	Thermal Crayons			Mt Vernon Twp. High School
D.8	1	Paraffin			Mt Vernon Twp. High School
D.9	1	Insulator Squares			Mt Vernon Twp. High School
37.1-37.2-37.3	4	Pulley set			Mt Vernon Twp. High School
38.0	4	Newton Spring Balance set			Mt Vernon Twp. High School
40.0	4	Small Slotted Weight set			Mt Vernon Twp. High School
41.0	4	Small Weight Hanger			Mt Vernon Twp. High School
42.0	4	Meter Stick			Mt Vernon Twp. High School
43.0	4	Winch Assembly			Mt Vernon Twp. High School
44.0	4	Large Pneumatic Cylinder			Mt Vernon Twp. High School
45.0	4	Weight Stage			Mt Vernon Twp. High School
46.0-48.0	4	Marine Pump			Mt Vernon Twp. High School
49.0	4	Beaker			Mt Vernon Twp. High School
50.0	4	Large Capacity Container			Mt Vernon Twp. High School
51.0	4	Stopwatch			Mt Vernon Twp. High School
52.0	4	Electric Motor Assembly			Mt Vernon Twp. High School
54.0	4	Solenoid Assembly			Mt Vernon Twp. High School
39.0	1	Monofilament			Mt Vernon Twp. High School
55.0	4	Conveyor Belt Assembly			Mt Vernon Twp. High School
57.0	4	Stroboscope, Digital			Mt Vernon Twp. High School
58.0	4	Water Channel Assembly			Mt Vernon Twp. High School
59.0	4	Air Storage Tank			Mt Vernon Twp. High School

TECH PREP
Franklin County Regional Delivery System
Rend Lake Area Regional Delivery System
Rend Lake College

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TECH PREP EQUIPMENT INDIVIDUAL SCHOOL BID REQUEST

ITEM NO	QUANTITY	DESCRIPTION	Bid Unit	Bid Total	SCHOOL
60.0	4	Air Pressure Regulator			Mt Vernon Twp. High School
61.0	4	Collection Column			Mt Vernon Twp. High School
61.1	4	Water Bath			Mt Vernon Twp. High School
62.0-63.0	4	Orifice Set Up			Mt Vernon Twp. High School
68.1	4	Heat Transfer Assembly			Mt Vernon Twp. High School
68.2	4	Aluminum Heat Transfer			Mt Vernon Twp. High School
69.0	4	DPDT Switch			Mt Vernon Twp. High School
56.0	1	Triple Bean Balance			Mt Vernon Twp. High School
71.0-72.0	4	Friction Plate set			Mt Vernon Twp. High School
73.0-74.0,79.0	4	Air Flow & Restrictor Plate Assem			Mt Vernon Twp. High School
74.1	4	Object set			Mt Vernon Twp. High School
75.0-75.1,75.2	4	Air Source			Mt Vernon Twp. High School
77.0	4	Ball Valve			Mt Vernon Twp. High School
78.0-78.1,78.2	4	Garden Hose set			Mt Vernon Twp. High School
79.0	4	Restrictor Plate			Mt Vernon Twp. High School
80.0	4	Filter Sections			Mt Vernon Twp. High School
81.0	4	Solderless Bread Board			Mt Vernon Twp. High School
82.0-83.0	4	Fixed & Variable Resistor Assortm			Mt Vernon Twp. High School
85.0	4	Thermal Pipe Assembly			Mt Vernon Twp. High School
86.0	4	Funnel			Mt Vernon Twp. High School
D.15	4	Slant Tube Manometer with Stand			Mt Vernon Twp. High School
D.16	4	Filter			Mt Vernon Twp. High School
76.0	1	Tape set			Mt Vernon Twp. High School
84.0	1	Wire Segment Hook-up Wire			Mt Vernon Twp. High School
D.13	1	Weighted Block			Mt Vernon Twp. High School
D.14	1	Flow Stroud			Mt. Vernon Twp High School
D.17	1	Resistance Board			Mt. Vernon Twp High School0
D.18	1	Chimney Assembly			Mt Vernon Twp High School
87.0	4	Spring Test Appartatus			Mt Vernon Twp. High School

TECH PREP
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202 West Main, Benton, IL 62812
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TECH PREP EQUIPMENT INDIVIDUAL SCHOOL BID REQUEST

ITEM NO	QUANTITY	DESCRIPTION	Bid Unit	Bid Total	SCHOOL
88.0	4	Flywheel Assembly & Friction Ass			Mt Vernon Twp. High School
89.0-90.0	4	Air Motor			Mt Vernon Twp. High School
91.0	4	Hydraulic Flow & Shock			Mt Vernon Twp. High School
93.0	4	Rotameter			Mt Vernon Twp. High School
95.0	4	Tongs			Mt Vernon Twp. High School
D.19	1	Styrofoam Board			Mt Vernon Twp. High School
D.21	1	Capacitor			Mt Vernon Twp. High School
D.22	1	Pipe Assembly			Mt. Vernon Twp High School
96.0		Friction Assembly			Mt. Vernon Twp High School0
97.0	4	Pipe Tees/Pressure Taps			Mt Vernon Twp High School
99.0	4	Motor Generator set			Mt Vernon Twp. High School
98.0	1	Kilowatt			Mt Vernon Twp. High School
100.0	4	Come-A-Long Winch			Mt Vernon Twp. High School
101.0	4	Pipe Vise Assembly			Mt. Vernon Twp High School
102.0-103.0	4	Gear Train Assembly			Mt. Vernon Twp High School0
104.0	4	Belt Drive Assembly			Mt Vernon Twp High School
105.0	4	Hydraulic Jack			Mt Vernon Twp. High School
106.0	4	Pressure Stage			Mt Vernon Twp. High School
107.0	4	Small Pneumatic Cylinder			Mt Vernon Twp. High School
108.0	4	Transformer Assembly			Mt. Vernon Twp High School

TECH PREP
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TECH PREP EQUIPMENT INDIVIDUAL SCHOOL BID REQUEST

ITEM NO	QUANTITY	DESCRIPTION	Bid Unit	Bid Total	SCHOOL
92.0	1	Strip Chart Recorder			TECH PREP Resource Eq.
65.0	1	Oscilloscope			TECH PREP Resource Eq.
66.	1	Function Generator			TECH PREP Resource Eq
47.0	1	Power Supply			TECH PREP Resource Eq
67.0	1	Dewar Flack			TECH PREP Resource Eq

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TECH PREP
Franklin County Regional Delivery System
Rend Lake Area Regional Delivery System
Rend Lake College

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202 West Main, Benton, IL 62812
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TECH PREP EQUIPMENT INDIVIDUAL SCHOOL BID REQUEST

ITEM NO	QUANTITY	DESCRIPTION	Bid Unit	Bid Total	SCHOOL
1.0-2.0	2	Support Stand			Wayne city H.S.
3.0	4	Spring Balance			Wayne City H.S.
5.0-6.0	4	Chain, Cord, Keyring			Wayne City H.S.
7.1	4	Ruler			Wayne City H.S.
7.2	4	Protractor			Wayne City H.S.
8.1	1	Vernier Caliper			Wayne city H.S.
8.2	1	Bow Caliper			Wayne City H.S.
9.0-10.0	4	Spring Jig Holder			Wayne City H.S.
11.0	2	Large Weight Hanger			Wayne City H.S.
12.0	2	Large Weight set			Wayne City H.S.
14.0	4	Scaled Hydrometer			Wayne city H.S.
15.0	4	Pocket Hydrometer			Wayne City H.S.
16.0	4	Beaker 600ml			Wayne City H.S.
17.0	4	U-Tube Manmeter/stand			Wayne City H.S.
18.0	3	Manual Vacpump			Wayne City H.S.
19.0	1	Tubing set			Wayne city H.S.
20.0	3	Airchamber Assembly			Wayne City H.S.
21.0	3	Pressure Gauge			Wayne City H.S.
22.0	3	Accumulator			Wayne City H.S.
23.0	3	Multimeter Analog			Wayne City H.S.
24.0	3	Universal Quick DS			Wayne city H.S.
27.0	3	Multimeter Digital			Wayne City H.S.
28.0-29.0-30.0	3	Student El. Switchboard			Wayne City H.S.
31.0	3	Scaled Themometer			Wayne City H.S.
32.0	3	Unscaled Thermometer			Wayne City H.S.
33.0	3	Hot Plate			Wayne City H.S.
34.0-35.0	2	Lab Assessories			Wayne city H.S.
36.0	4	Tend Measuring			Wayne City H.S.
D.1	1	Suction Cups			Wayne City H.S.

TECH PREP
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TECH PREP EQUIPMENT INDIVIDUAL SCHOOL BID REQUEST

ITEM NO	QUANTITY	DESCRIPTION	Bid Unit	Bid Total	SCHOOL
D.3	1	Torque Wrench			Wayne City H.S.
D.4	1	Aspirator Bottle			Wayne City H.S.
D6.1	1	Thermal Bar set			Wayne City H.S.
D.7	1	Thermal Crayon			Wayne City H.S.
D.9	1	Insulator Squares			Wayne city H.S.
37.0,37.2,37.3	4	Pulley Set			Wayne City H.S.
38.0	4	Newton Spring set			Wayne City H.S.
40.0	4	Small Slotted Weight Set			Wayne City H.S.
41.0	4	Sm. Weight Hanger			Wayne City H.S.
42.0	4	Meter Stick			Wayne City H.S.
43.0	3	Winch Assembly			Wayne city H.S.
44.0	3	Large Pneumatic Cylinder			Wayne City H.S.
45.0	3	Weight Stage			Wayne City H.S.
46.0-48.0	3	Marine pump			Wayne City H.S.
47.0	2	Power Supply			Wayne City H.S.
49.0	4	Beaker1000			Wayne City H.S.
51.0	4	Stopwatch			Wayne City H.S.
52.0	3	Elect. Motor Assembly			Wayne city H.S.
54.0	3	Solenoid Assembly			Wayne City H.S.
55.0	4	Conveyor Belt			Wayne City H.S.
57.0	3	Stroboscope			Wayne City H.S.
58.0	4	Water Channel			Wayne City H.S.
59.0	4	Air Storage Tank			Wayne City H.S.
60.0	3	Air Pressure Reg.			Wayne city H.S.
61.0	3	Collection Column			Wayne City H.S.
61.1	4	Water Bath			Wayne City H.S.
62.0-63.0	3	Orificeset			Wayne City H.S.
65.0	1	Oscilloscope			Wayne City H.S.
66.0	1	Dunction Generator			Wayne City H.S.

TECH PREP
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Rend Lake College

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202 West Main, Benton, IL 62812
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TECH PREP EQUIPMENT INDIVIDUAL SCHOOL BID REQUEST

ITEM NO	QUANTITY	DESCRIPTION	Bid Unit	Bid Total	SCHOOL
67.0	3	Dewar Flask			Wayne City H.S.
68.1	3	Heat Transfer Assembly			Wayne city H.S.
68.2	3	Al. Heat Transfer Assembly			Wayne City H.S.
71.0-72.0	3	Friction			Wayne City H.S.
73.0-74.0	4	Air Flow & Restrictor Plate			Wayne City H.S.
74.1	3	Object set			Wayne City H.S.
75.0-75.1	3	Air Source			Wayne City H.S.
76.0	1	Tape Set			Wayne city H.S.
77.0	4	Ball Valve			Wayne City H.S.
78.0-78.1-78.2	3	Hose Set			Wayne City H.S.
80.0	4	Filter Sections			Wayne City H.S.
81.0	4	Solderless Bread Board			Wayne City H.S.
82.0-83.0	3	Fixed and Variable Resistor			Wayne City H.S.
84.0	1	Wire Segment hook-up			Wayne City H.S.
85.0	4	Thermal Pipe Assembly			Wayne city H.S.
86.0	4	Funnel			Wayne City H.S.
D.13	1	Weight Block			Wayne City H.S.
D.14	1	Flow Shroud			Wayne City H.S.
D.17	1	Resistance Board			Wayne City H.S.
D.18	1	Chimney Assembly			Wayne City H.S.
87.0	4	Spring Test App.			Wayne city H.S.
88.0	4	Flywheel Assembly			Wayne City H.S.
89.0-90.0	3	Air Motor			Wayne City H.S.
91.0	4	Hydraulic Flow and Shock			Wayne City H.S.
92.0	1	Strip Recorder			Wayne City H.S.
93.0	4	Rotameter			Wayne City H.S.
95.0	4	Tongs			Wayne City H.S.
D.12	1	Capacitor			Wayne city H.S.
D.22	1	Pipe Assembly			Wayne City H.S.

TECH PREP

Franklin County Regional Delivery System
Rend Lake Area Regional Delivery System
Rend Lake College

Date ______________________

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202 West Main, Benton, IL 62812
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TECH PREP EQUIPMENT INDIVIDUAL SCHOOL BID REQUEST

ITEM NO	QUANTITY	DESCRIPTION	Bid Unit	Bid Total	SCHOOL
97.0	4	Pipe Tees			Wayne City H.S.
98.0	1	Kilowatt Hour Assembly			Wayne City H.S.
99.0	4	Motor Generator Set			Wayne City H.S.
100.0	4	Come-a-long set			Wayne City H.S.
101.0	4	Pipe Vice Assembly			Wayne city H.S.
102.0-103.0	4	Gear Train			Wayne City H.S.
104.0	4	Belt Drive			Wayne City H.S.
105.0	1	Hyd. Jack			Wayne City H.S.
106.0	1	Pressure Stage			Wayne City H.S.
107.0	4	Small Pneumatic cylinder			Wayne City H.S.
108.0	4	Transformer Assembly			Wayne City H.S.

TECH PREP

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TECH PREP EQUIPMENT INDIVIDUAL SCHOOL BID REQUEST

ITEM NO	QUANTITY	DESCRIPTION	Bid Unit	Bid Total	SCHOOL
14500A	3	Support Stand Mechanical Bread Bo			Frankfort Community High
LBO514A	5	15MHZ Dual Trace Scope			Frankfort Community High
3011B	2	Function Generator			Frankfort Community High
M3800	4	Digital Meter			Frankfort Community High
12155	1	Strobotach			Frankfort Community High
12266	1	Multi-speed Chart Recorder			Frankfort Community High
12072	10	Thermometer Scaled			Frankfort Community High
12091	1	Specific Heat Sample			Frankfort Community High
12017MA	2	Accumulator			Frankfort Community High
12115M	4	0-15 PSI Gauge			Frankfort Community High
12026M	4	30-0-30PSI Comp Press			Frankfort Community High
12027M	2	Winch			Frankfort Community High
12029M	2	DC Motor 12V			Frankfort Community High
12031MA	2	Four Port Orifice			Frankfort Community High
12032MA	2	Air Motor			Frankfort Community High
12033MA	2	Flywheel			Frankfort Community High
12070MA	2	Rotameter			Frankfort Community High
12069A	2	Vacuum/Pressure Pump			Frankfort Community High
12068A	2	Aircylinder with gauge			Frankfort Community High
12030LB	2	Air Cylinder Large			Frankfort Community High
12066B	1	U-Tube Mannometer			Frankfort Community High
12067	2	Hydrometer			Frankfort Community High
15412MB	2	12VCD Solenoid			Frankfort Community High
710-WO	2	Triple Beam Balance			Frankfort Community High
12046	2	Come -along Winch			Frankfort Community High
12048HD	2	Large Weight set			Frankfort Community High
12049HD	2	Large Weight Hanger			Frankfort Community High
12001-AR	2	Lab Manual Year 1			Frankfort Community High
12003-A	2	Instruction Guide Year 1			Frankfort Community High

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TECH PREP
Franklin County Regional Delivery System
Rend Lake Area Regional Delivery System
Rend Lake College

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202 West Main, Benton, IL 62812
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TECH PREP EQUIPMENT INDIVIDUAL SCHOOL BID REQUEST

ITEM NO	QUANTITY	DESCRIPTION	Bid Unit	Bid Total	SCHOOL
12241	1	NE-HE Laser With Shutter			Frankfort Community High
12243S	1	Laser Stand			Frankfort Community High
12261	1	Screen			Frankfort Community High
12247	1	Optics Table			Frankfort Community High
12245	1	Beam Sputter			Frankfort Community High
12245M	1	Beam Mount			Frankfort Community High
12200-13A	1	Optics and Optical System kit			Frankfort Community High
12001BR	2	Lab Manual Year 2			Frankfort Community High
12003B	2	Instructor Guid Year 2			Frankfort Community High
12005A	1	Resource Guide			Frankfort Community High
12083	2	Shaft Coupler Pkg			Frankfort Community High
12090	2	Air Motor Acc Pkg			Frankfort Community High
12086	2	Timing Pulley			Frankfort Community High
22956	2	Timing Belt			Frankfort Community High
12048A	2	Small Weight set			Frankfort Community High
12049	2	Small Weight Hanger			Frankfort Community High
12051HD	6	28lb Spring Scale			Frankfort Community High
12052-2.5	6	2.5 Newton Spring Scale			Frankfort Community High
12052-5	6	5 Newton Spring Scale			Frankfort Community High
12098	4	Digital Stopwatch			Frankfort Community High
12099	4	Meter Stick			Frankfort Community High
15702	6	Thermo couples			Frankfort Community High
12011	2	Conveyor Belt Assembly			Frankfort Community High
12014A	2	Air Flow Assembly with motor			Frankfort Community High
12015A	2	Thermal Pipe Assembly			Frankfort Community High
12016A	2	Spring Test Assembly			Frankfort Community High
12018	2	Spur Gear Train with Brac.			Frankfort Community High
12019A	2	Belt Drive Assembly with Motor			Frankfort Community High
12022	2	Worm Gear Assembly			Frankfort Community High

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TECH PREP
Franklin County Regional Delivery System
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202 West Main, Benton, IL 62812
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TECH PREP EQUIPMENT INDIVIDUAL SCHOOL BID REQUEST

ITEM NO	QUANTITY	DESCRIPTION	Bid Unit	Bid Total	SCHOOL
12128A	2	Water Pump Self Pump			Frankfort Community High
12029C	2	AC/DC Motor Mounted			Frankfort Community High
12020	2	Bottle Jack with Gauge			Frankfort Community High
12021A	2	Pressure Gauge			Frankfort Community High
12244H	1	Color Filter Set Holder			Frankfort Community High
	1	Lens set			Frankfort Community High
	1	Mirror set			Frankfort Community High
	1	Universal Optical mount			Frankfort Community High
	1	Prism set			Frankfort Community High
	1	Diffraction Grating			Frankfort Community High
	1	Polarizing Filters			Frankfort Community High
	1	Fiber Optics set			Frankfort Community High
12200-13B	1	Optical Accessories			Frankfort Community High

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TECH PREP

Franklin County Regional Delivery System
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202 West Main, Benton, IL 62812
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TECH PREP EQUIPMENT INDIVIDUAL SCHOOL BID REQUEST

ITEM NO	QUANTITY	DESCRIPTION	Bid Unit	Bid Total	SCHOOL
12000-1C	5	Breadboarding			Zeigler-Royalton CUSD #188
12094	5	Transformer Assembly			Zeigler-Royalton CUSD #188
12028GH	3	Water Pump Hose Set			Zeigler-Royalton CUSD #188
1230LB	3	Air Cylinder			Zeigler-Royalton CUSD #188
12078A	6	Pipe TW/Taps			Zeigler-Royalton CUSD #188
12063A	1	Beaker set			Zeigler-Royalton CUSD #188
12066B	3	U-Tube Manometer			Zeigler-Royalton CUSD #188
12067	2 1	Hysrometer/Scaled			Zeigler-Royalton CUSD #188
12068A	3	Air Cylinder			Zeigler-Royalton CUSD #188
12069A	3	Vacuum/Press Pump			Zeigler-Royalton CUSD #188
12070MA	3	Rotometer			Zeigler-Royalton CUSD #188
12074A	5	Hydraulic Flow			Zeigler-Royalton CUSD #188
12075A	3	Air Collection			Zeigler-Royalton CUSD #188
12095CB	5	Tubing Set			Zeigler-Royalton CUSD #188
12160B	4	Press Reg.			Zeigler-Royalton CUSD #188
12163A	5	Tubing Clamp			Zeigler-Royalton CUSD #188
12170A	1	Container set			Zeigler-Royalton CUSD #188
12177A	6	Control Value			Zeigler-Royalton CUSD #188
12178-01	3	Hose set			Zeigler-Royalton CUSD #188
12079A	3	Tubing Adapter			Zeigler-Royalton CUSD #188
12115M	5	0-15 PSI Gauge			Zeigler-Royalton CUSD #188
12026M	3	PSI Gauge			Zeigler-Royalton CUSD #188
12027M	4	Winch			Zeigler-Royalton CUSD #188
12029M	3	DC Motor12V			Zeigler-Royalton CUSD #188
12031MA	3	Four Port Orifice			Zeigler-Royalton CUSD #188
12032MA	3	Air Motor			Zeigler-Royalton CUSD #188
12033MA	1	Flywheel			Zeigler-Royalton CUSD #188
12044A	5	Screw Assy.			Zeigler-Royalton CUSD #188
12045	5	3 1/2 Extension Spring			Zeigler-Royalton CUSD #188

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TECH PREP EQUIPMENT INDIVIDUAL SCHOOL BID REQUEST

ITEM NO	QUANTITY	DESCRIPTION	Bid Unit	Bid Total	SCHOOL
12057A	5	Sgl Pulley			Zeigler-Royalton CUSD #188
12058A	5	DBL Pulley			Zeigler-Royalton CUSD #188
12060	5	Weight Stage			Zeigler-Royalton CUSD #188
12083	5	Shaft Coupler			Zeigler-Royalton CUSD #188
12084	2	Allen set			Zeigler-Royalton CUSD #188
12086	5	Timing Pulley			Zeigler-Royalton CUSD #188
22956	5	Timing Belt			Zeigler-Royalton CUSD #188
12090	5	Air Motor Acces.			Zeigler-Royalton CUSD #188
12072	8	Therm/Scaled			Zeigler-Royalton CUSD #188
12076	5	Thermal Container			Zeigler-Royalton CUSD #188
12077A	4	Heat Transfer			Zeigler-Royalton CUSD #188
12091	5	Spec, Heat Samples			Zeigler-Royalton CUSD #188
12011	2	Conveyor Belt			Zeigler-Royalton CUSD #188
12013	2	Friction Plate			Zeigler-Royalton CUSD #188
12015A	5	Thermal Pipe			Zeigler-Royalton CUSD #188
12016A	5	Spring Test			Zeigler-Royalton CUSD #188
12018	2	Spur Gear			Zeigler-Royalton CUSD #188
12019A	2	Belt Drive			Zeigler-Royalton CUSD #188
12022	2	Worm Gear			Zeigler-Royalton CUSD #188
12020	2	Bottle Jack			Zeigler-Royalton CUSD #188
12021A	2	Press Stage			Zeigler-Royalton CUSD #188
15412MB	2	12VDC Solenoid			Zeigler-Royalton CUSD #188
12048A	5	Small Weight set			Zeigler-Royalton CUSD #188
12049	12	Small Weight Hangers			Zeigler-Royalton CUSD #188
12051HD	10	28il Spring Scale			Zeigler-Royalton CUSD #188
12053-2.5	6	Newton Sp. Scale			Zeigler-Royalton CUSD #188
12052-5	6	Newton Sp. Scale			Zeigler-Royalton CUSD #188
12098	3	Dig. Stopwatch			Zeigler-Royalton CUSD #188
15702	5	Thermo. 30"			Zeigler-Royalton CUSD #188

13

TECH PREP
Franklin County Regional Delivery System
Rend Lake Area Regional Delivery System
Rend Lake College

Date ______________________

Betty Musgrave, **TECH PREP Director**
c/o *Barry Kohl*, **Regional Supt.**
202 West Main, Benton, IL 62812
(618) 438-9711

TECH PREP EQUIPMENT INDIVIDUAL SCHOOL BID REQUEST

ITEM NO	QUANTITY	DESCRIPTION	Bid Unit	Bid Total	SCHOOL
710-Wo	1	Triple Beam Bal.			Zeigler-Royalton CUSD #188
12046	2	Come-along			Zeigler-Royalton CUSD #188
12048HD	2	Lg. Weight set			Zeigler-Royalton CUSD #188
12049HD	2	Lg. Weight HGR			Zeigler-Royalton CUSD #188
1200-11DC	1	Demon. items			Zeigler-Royalton CUSD #188

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493

October 7, 1991

IES Inc.
7320 NW 45th St
Bethany, OK 73008
ATTENTION: DARLENE

Dear Darlene:

On behalf of the TECH PREP project for Franklin County Regional Delivery System we would like to accept your Principles of Technology Equipment bid prices exactly as agreed upon per our telephone conversation for the two following schools:

SHIP to:

1. Wayne City High School
Mill Street, Ag Bldg.
Wayne City, IL 62895
ATTENTION: David Beehn, Principal — $10,000.00

SHIP to:

MT. VERNON HIGH SCHOOL
320 S. Seventh Street
Mt. Vernon, IL 62864
ATTENTION: Dr. Earl Jeffers

with additions: — $10,000.00
4 Insulated Containers
1 Power Supply

INVOICES MADE TO:

Franklin County Regional Delivery System
TECH PREP
Betty Musgrave, TECH PREP Director
c/o Barry Kohl, Regional Supt.
202 West Main
Benton, IL 62812

We would appreciate your invoices reflecting less than $5,000.00 on each; net 60 days; shipping charges included and delivery in 30 days. Please advise me of your forthcoming shipment so that appropriate scheduling may be done for inventorying and tagging the equipment.

Thank you very much for all your added efforts in this endeavor. We are looking forward to working with you and our TECH PREP Principles of Technology instructors in ***making a difference for our students.***

Sincerely,

Betty Musgrave

Betty Musgrave
TECH PREP Director

BJM

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493

October 7, 1991

Mr. Gary Rockis, President
Aidex Corporation
1802 N. Division St.
Morris, IL 60450

Dear Mr. Rockis:

On behalf of the TECH PREP project for Franklin County Regional Delivery System we would like to accept your Principles of Technology Equipment bid prices exactly as specified on the bid sheet for the two following schools:

Deliver to:

1. **Zeigler/Royalton Community Unit** **$9,919.50**
District No. 188
George Connors, Supt.
P.O. Box 38
Zeigler, IL 62999

Deliver to:
2. **West Frankfort High School** **$9,827.80**
District No. 168
Mr. David Lee, Principal
112 W. Poplar Street
West Frankfort, IL 62896

Invoices made to:

Franklin County Regional Delivery System
TECH PREP
Betty Musgrave, TECH PREP Director
c/o Barry Kohl, Regional Supt.
202 West Main
Benton, IL 62812

We would appreciate your invoices reflecting less than $5,000.00 on each; net 60 days; shipping included and delivery in 30 days. Please advise me of your forthcoming delivery so that appropriate scheduling may be done for inventorying and tagging the equipment.

Thank you very much for all your added efforts in this endeavor. We are looking forward to working with you and our TECH PREP Principles of Technology instructors in ***making a difference for our students.***

Sincerely,

Betty Musgrave

Betty Musgrave
TECH PREP Director

BJM

AIDEX
CORPORATION
1802 N. DIVISION ST. PH. 815-942-4299
MORRIS, IL 60450

INVOICE NUMBER	11175

SOLD TO
FRANKLIN COUNTY REG. DEL. SYST
ATTN: BETTY MUSGRAVE
202 WEST MAIN
BENTON, IL
62812

SHIP TO
ZEIGLER/ROYALTON COMM. UNIT
ATTN: GEORGE CONNORS
P.O. BOX 38
ZEIGLER, IL
62999

ACCT. NO.	PURCHASE ORDER NO.	SALES ORDER NO.	TERMS	SHIP VIA	SHIP DATE	SALESPERSON	INVOICE DATE	PAGE
00632	LETTER	91563	NET 60	BEST WAY	11/26/91	80	11/26/91	1

QUANTITY ORDERED	QUANTITY BACK ORDERED	QUANTITY SHIPPED	ITEM NUMBER	DESCRIPTION	UNIT	UNIT PRICE	EXTENSION
1	0	1	NI	PRINCIPLES OF TECH. EQUIPMENT		4944.50	4944.50
				BID PRICES			

Subtotal	:	4944.50
Sales Tax	:	0.00
Freight	:	0.00
TOTAL		4944.50

CUSTOMER

AIDEX
CORPORATION
1802 N. DIVISION ST. PH. 815-942-4299
MORRIS, IL 60450

INVOICE NUMBER 11173

SOLD TO
FRANKLIN COUNTY REG. DEL. SYST
ATTN: BETTY MUSGRAVE
202 WEST MAIN
BENTON, IL
62812

SHIP TO
WEST FRANKFORT HIGH SCHOOL
ATTN: MR. DAVID LEE
112 WEST POPLAR STREET
WEST FRANKFORT, IL
62896

ACCT. NO.	PURCHASE ORDER NO.	SALES ORDER NO.	TERMS	SHIP VIA	SHIP DATE	SALESPERSON	INVOICE DATE	PAGE
00632	LETTER	91564	NET 60	BEST WAY	11/26/91	80	11/26/91	1

QUANTITY ORDERED	QUANTITY BACK ORDERED	QUANTITY SHIPPED	ITEM NUMBER	DESCRIPTION	UNIT	UNIT PRICE	EXTENSION
1	0	1	NI	PRINCIPLES OF TECH. EQUIPMENT BID PRICES		4877.80	4877.80

Subtotal	:	4877.80
Sales Tax	:	0.00
Freight	:	0.00
TOTAL		4877.80

CUSTOMER

AIDEX
CORPORATION
1802 N. DIVISION ST.   PH. 815-942-4299
MORRIS, IL 60450

INVOICE NUMBER 11172

SOLD TO
FRANKLIN COUNTY REG. DEL. SYST
ATTN: BETTY MUSGRAVE
202 WEST MAIN
BENTON, IL
62812

SHIP TO
WEST FRANKFORT HIGH SCHOOL
ATTN: MR. DAVID LEE
112 WEST POPLAR STREET
WEST FRANKFORT, IL
62896

ACCT. NO.	PURCHASE ORDER NO.	SALES ORDER NO.	TERMS	SHIP VIA	SHIP DATE	SALESPERSON	INVOICE DATE	PAGE
00632	LETTER	91564	NET 60	BEST WAY	11/26/91	80	11/26/91	1

QUANTITY ORDERED	QUANTITY BACK ORDERED	QUANTITY SHIPPED	ITEM NUMBER	DESCRIPTION	UNIT	UNIT PRICE	EXTENSION
1	0	1	NI	PRINCIPLES OF TECH. EQUIPMENT		4950.00	4950.00
				BID PRICES			

Subtotal	:	4950.00
Sales Tax	:	0.00
Freight	:	0.00
TOTAL		4950.00

CUSTOMER

AIDEX CORPORATION

1802 N. DIVISION ST. PH. 815-942-4299
MORRIS, IL 60450

INVOICE NUMBER 11174

SOLD TO
FRANKLIN COUNTY REG. DEL. SYST
ATTN: BETTY MUSGRAVE
202 WEST MAIN
BENTON, IL
62812

SHIP TO
ZEIGLER/ROYALTON COMM. UNIT
ATTN: GEORGE CONNORS
P.O. BOX 38
ZEIGLER, IL
62999

ACCT. NO.	PURCHASE ORDER NO.	SALES ORDER NO.	TERMS	SHIP VIA	SHIP DATE	SALESPERSON	INVOICE DATE	PAGE
00632	LETTER	91563	NET 60	BEST WAY	11/26/91	80	11/26/91	1

QUANTITY ORDERED	QUANTITY BACK ORDERED	QUANTITY SHIPPED	ITEM NUMBER	DESCRIPTION	UNIT	UNIT PRICE	EXTENSION
1	0	1	NI	PRINCIPLES OF TECH. EQUIPMENT BID PRICES		4975.00	4975.00

Subtotal	:	4975.00
Sales Tax	:	0.00
Freight	:	0.00
TOTAL		4975.00

397

CUSTOMER

IES, INC.
7320 NW 45TH
BETHANY OK
73008

INVOICE

Invoice Number: 001305

Invoice Date: 11/13/91

Page: 1

Sold To: FRANKLIN COUNTY R.D.S.
% BARRY KOHL, REG. SUPT.
202 WEST MAIN
BENTON IL
62812

Ship To: MT VERNON HIGH SCHOOL
DR EARL JEFFERS
320 S SEVENTH STREET
MT VERNON IL
62864

Ship Via.: UPS
Ship Date: 11/13/91
Due Date.: 12/13/91
Terms....: NET 30 DAYS

Cust I.D.....: FRANKL
P.O. Number..: B. MUSGRAVE
P.O. Date....: 10/07/91
Our Order No.:
Salesperson..: D.WILSON

Item I.D./Desc.	Ordered	Shipped	Unit	Price	Net	T
PRIN OF TECHNOLOGY 1ST YEAR UNITS 1-7	1.00	1.00	EA	10000.0000	10000.00	E

Subtotal:	10000.00
Tax.....:	0.00
Total...:	10000.00

IES, INC.
7320 NW 45TH
BETHANY OK
73008

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 ***************
*               *
*  I N V O I C E  *
*               *
 ***************
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Invoice Number: 001304

Invoice Date: 11/13/91

Page: 1

Sold To: FRANKLIN COUNTY R.D.S.
% BARRY KOHL, REG. SUPT.
202 WEST MAIN
BENTON IL
62812

Ship To: WAYNE CITY HIGH SCHOOL
DAVID BEEHN, PRINCIPAL
MILL STREET, AG BUILDING
WAYNE CITY IL
62895

Ship Via.: UPS
Ship Date: 11/13/91
Due Date.: 12/13/91
Terms....: NET 30 DAYS

Cust I.D.....: FRANKL
P.O. Number..: B. MUSGRAVE
P.O. Date....: 10/07/91
Our Order No.:
Salesperson..: D.WILSON

Item I.D./Desc.	Ordered	Shipped	Unit	Price	Net	TX
PRIN OF TECHNOLOGY FIRST YEAR UNITS 1 - 7	1.00	1.00	EA	10000.0000	10000.00	E

Subtotal:	10000.00
Tax.....:	0.00
Total...:	10000.00

Statement

Pd 11/8/91

Customer No. :	8062
Date :	09/30/91
Page :	1
Salesperson :	1

REGIONAL SUPT. OF SCHOOLS
ATTN: BARRY KOHL
201 W. MAIN
BENTON, IL
62812

Inv. Date	Due Date	Inv. No.	Typ	Reference	Orig. Amount	Balance
08/07/91	08/07/91	17422	Inv	TELEPHONE ORDER W.O. Number:	1068.38	1068.38
08/12/91	08/12/91	17435	Inv	P.O.# 92001 W.O. Number:	1710.98	1710.98
08/13/91	08/13/91	17451	Inv	P.O.# TP 002 W.O. Number:	544.69	544.69

Before 0:	0 To -1:	0 To -1:	0 To -1:	0 And Over:	Total Due
0.00	0.00	0.00	0.00	3324.05	3324.05

Remit Payment To:

CURRICULUM PUBLICATIONS
CLEARINGHOUSE
W.I.U. / 46 HORRABIN HALL
MACOMB, IL 61455

(309) 298-1917/ (800) 322-3905

EFE
Tech Prep
Pd

[illegible]
69.04

2 complete set
Dept. Comm
1 Complete set [illegible]

TECH PREP

7. OBJECTIVE

Complete staff development for those teachers in Technical Preparation sites involved in the implementation of new curriculum, equipment, and teaching methods.

PROCEDURES

Additional and comprehensive staff development on applied mathematics, applied communication, applied software, as well as training on the new Principals of Technology equipment will be planned.

PERSONS RESPONSIBLE

Project Director

DUE DATE

August, 1991

EVALUATION

Determine if all staff development has been completed before schools begin implementing the Course of Study for training Industrial Technicians.

ABSTRACT

7. OBJECTIVE

Description of Activities

1.A.1 On August 16, 1991 an Applied Communication Workshop was held at Rend Lake College and facilitated by Dorothy Winchester, AIT, for the purpose of reviewing the AIT Applied Communication Modules and to discuss and receive copies of the correlations of the Language Arts State Goals for Learning, Local Objectives and Assessments with Applied Communication. See Attachments for Agenda, attendance sheets, materials and handouts used by AIT presenter and also a copy of the sign up sheet for those who would utilize the materials if made available to them. Since that meeting, through the TECH PREP initiatives for the TECH PREP sites, the Applied Communication curriculum has been purchased for them. In the non TECH PREP sites, selected modules have been made available to them for the propose of integration.

1.A. 2 November 7, 1991 a letter was sent to each District Supt. and Building Principal requesting that they send Science teachers and Science Department Chairs to a Workshop facilitated by Sue Woodfin, Benton High School Pilot Site, for the FY'92 for the Applied Biology/Chemistry curriculum. See Attachments

1.A.3 On November 18, 1991 an Applied Biology/Chemistry Workshop was held at Benton High School, Science Lab. Sue Woodfin, Pilot Site instructor for the Applied Biology/Chemistry curriculum facilitated this workshop. See Attachments for agenda, attendance sheet, and evaluation summary and comment sheet.

1.A.4 On June 15-19 a summer workshop is being planned for training teachers in the CORD and AIT TECH PREP Applied Curricula. Monday, June 15, Pat Sipes, Principles of Technology and Electronics instructor for West Frankfort High School will open his PT Lab for teaching lab exercises from all Units of PT. Tuesday, June 16, the PT participants will join Applied Mathematics I and II Participants in an opening session with Dr. Leno Pedrotti from CORD. In the afternoon, the PT particpants will return to the West Frankfort PT Lab for more training in Principles of Technology; the Applied Mathematics participants will have opportunities for attending lab sessions for Applied Math I or II with Dr. Pedrotti and/or classroom facilitators. Wednesday, June 17, Lisa Taylor, Coordinator of a Statewide Applied Biology/Chemistry Project for Laramie County Community College, Cheyenne, WY, will have the opening session on Applied Biology/Chemistry. She with Sue Woodfin, ABC instructor for Benton High School, will direct and facilitate ABC Labs for the participants. On Thursday, we will have a "Pulling it all Together" session with Pat Wilson, Indiana University and Bloomington North Instructor. She will teach an application based approach to the 4MAT System which is an instructional model designed to address learning styles and brain preferences in students. On Friday, June 19, Dorothy Winchester, AIT, Bloomington, IN , will present "how to" strategies to integrate Applied Communications with an existing English Class and/or teach a stand alone program. We feel this is an outstanding lineup of presenters. This is only made possible with the coordination of monies provided through ISBE projects with Illinois State University, Southern Illinois University, Region VI EFE Systems, and TECH PREP projects. Southern Illinois is offering 1, 2 or 3 credits based upon the number of sessions attended. All SIU credit will be tied to Thursdays session, "Pulling it all together."

1.A.5 The above Summer TECH PREP Applied Academics Workshop I was held at Rend lake College June 15-19, 1992 with tremendous success! On Monday, the Principles of Technology Workshop was held at West Frankfort with **45** participants. Mr. Pat Sipes, Instructor at West Frankfort High School requested that he be able to use eight of his students as facilitators of the labs. It was a unique and wonderful experience for the students as well as the participants. They did an outstanding job of presenting the labs; many participants commented on how much they enjoyed hearing the students' viewpoint and presentation of the labs. With that many participants, they were divided into groups and rotated through the labs on Monday. OnTuesday, the Principles of Technology Participants joined with Applied Math I and II participants to hear Dr. Leno Pedrotti give his KEYNOTE presentation on Principles of Technology and Applied Math I and II in the morning. After lunch, the Principles of Technology participants went back to West Frankfort High School Principles of Technology Lab to complete the PT training.

On Tuesday, **63** Applied Math I, II and Principles of Technology participants heard Dr. Pedrotti give his KEYNOTE presentation on Applied Math I, II and PT. In the afternoon, the participants were divided into groups that rotated through two sessions: a session with Steve Strickland, Applied Math I Instructor from Wayne City High School; and a session with Dick Stritzel, Applied Math II Instructor from West Frankfort High School. During the afternoon rotating sessions with Dick and Steve, the TECH PREP Director took Dr. Pedrotti to West Frankfort High School to participate in the Principles of Technology Lab presentations with students as facilitators. He was very complimentary about the quality in which the students presented. We were so involved with the sessions, we forgot to collect the evaluations, so we are short on numbers for evaluations. To promote the interest in this type and approach to PT training, many pictures are included as well as a video showing this workshop. We felt it was very successful and would replicate it again if the interest is shown.

Wednesday, **48** Applied Biology/Chemistry participants heard Lisa Taylor, a CORD trained presenter and Sue Woodfin, Applied Biology/Chemistry Instructor from Benton High School and CORD trained facilitator. The evaluations were very high and many indicated they would like to attend another workshop before school begins. We will try having another one if at all possible. We would like to start trying to teach an entire unit with labs; (for our own teachers) purchase the resource materials needed for that particular unit and then move on to another unit and do the same thing. It will give more structure to the training and we feel will give teachers more confidence and willingness to buy into the process.

Thursday, **90** teachers met to hear Pat Wilson present on how to "Pull it all Together" She was great and we received excellent evaluations. All of the participants receiving SIU credit were required to attend this session. We have requested from SIU copies of the "Lesson Plans" that were required for credit utilizing information given by Pat on the 4MAT method. We would like to have Pat return for more training in this area of "Lesson Plans."

Friday, **81** teachers met to hear Dorothy Winchester present on Applied Communications. Dorothy did a great job in presenting background and orientation of Applied Communications. Our only problem was we have a very diverse group of participants. We had many teachers beyond this level and needed more experiences related from other teachers using the materials and ideas on how to use it with literature. The TECH PREP Director attended the SREB conference with this day particularly on her mind. She found that Southern Illinois Teachers seem to be feeling the same as many of the SREB English teachers. This area seems to be the most difficult for teachers to integrate. It doesn't seem that English teachers are resisting teaching the Applied Communications content, it is how do they fit it all in and meet the literature mandates. It seems, many of the English teachers have never worked in Business and Industry and some think this "stuff" is too easy. The TECH PREP Director attended one particular session at the SREB conference and met an English teacher from Washington, D.C. that was very excited about the work she had done with the Applied Communications Modules and literature. We would like to bring her to Southern Illinois for training in the area of Applied Communications. This seems to be our weakest area in training for the integration of Applied Academics. We certainly need a network of what others have done with the Applied Communications.

……

The success of this workshop was especially meaningful to the TECH PREP Director. It was a tremendous amount of work to coordinate but she feels this collaboration of monies to bring the best top - quality trainers in for workshop training should be taking place for teachers in the integration of applied academics training process. She feels we are past the orientation stages, it time to have serious training sessions on the applied curricula and labs that Illinois has helped to develop; if after we have tried these curricula and if it needs revisions; then revise. Few teachers have the expertise or time to develop applied curricula. It is the recommendation of this TECH PREP Director that we continue this type of collaboration to bring in KEYNOTE speakers in each discipline area and utilize trained classroom veteran teachers who have classroom experiences to share and rotate teachers through small groups; divide the state; so that the training is in driving distance for the teachers. It will be more cost efficient, and more teachers will attend. This TECH PREP Director would like to coordinate more of these type workshops.

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493

TECH PREP

Serving: Franklin County Regional Delivery System
Rend Lake Area Regional Delivery System and
Rend Lake College

APPLIED COMMUNICATION WORKSHOP

MEETING FOR: **Instructors of English and Communications, Department Chairs and others interested in teaching and/or integrating the AIT Applied Communications Curriculum**

DATE: **August 16, 1991**

TIME: **8:30 A.M. - 3:00 A.M.**

LOCATION: **REND LAKE COLLEGE**
VOCATIONAL BLDG., Rm. 117 & 118

PURPOSE OF MEETING:
To Review the *AIT Applied Communications* Modules

PRESENTER: **Dorothy Winchester, *AIT Applied Communications***

STIPENDS AVAILABLE: **$75.00 for instructors to attend this meeting**

REGISTRATION FORM: **Return or call in your reservation by August 14, 1991**

NAME______________________ SCHOOL__________________________

HOME ADDRESS________________ TELEPHONE________________________

CITY/STATE__________________ ZIP_____________________________

I TEACH ____________________

MAIL FORM OR CALL: **Betty Musgrave**
c/o Barry Kohl,
Reg. Supt.
202 W. Main
Benton, IL 62812

☐ I WILL ATTEND THE WORKSHOP

☐ I CANNOT ATTEND THE WORKSHOP, BUT I AM INTERESTED IN KNOWING MORE ABOUT APPLIED COMMUNICATIONS

(Mailed to Dist. Supt.(s), English and Communication Teachers)

TECH PREP

APPLIED COMMUNICATION WORKSHOP

OUTLINE

8:30 Getting acquainted with your support group

9:00 Introduction to ***Applied Communication***: Rationale

10:00 About ***Applied Communication*** - A Video

10:30 Break

11:00 Overview
    --Curriculum Objectives
    --Questions and concerns

12:00 Lunch Provided

1:00 Preview of the Materials

    --Walk through an Instructor's Guide
    --Walk through a Student's Worktext

1:30 Activity - Self-Guided Tour

    --Select a module to look at with a partner
    --"Say Something" to each other after each lesson
    --Come together and share responses, questions and concerns

2:30 Instructional Strategies

    --Using Video
    --Modeling
    --Working with Groups
    --Simulations

3:00 Assessment Strategies - Portfolios
    Evaluations

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493

TECH PREP

SERVING
FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM
REND LAKE AREA REGIONAL DELIVERY SYSTEM
AND REND LAKE COLLEGE

APPLIED COMMUNICATION WORKSHOP

DATE: AUGUST 16, 1991

LOCATION: REND LAKE COLLEGE
VOCATIONAL BLDG. , Rm. 117 and 118

PURPOSE OF MEETING: **To Review the AIT Applied Communications Modules**

ATTENDANCE SHEET

NAME	HOME ADDRESS	SOCIAL SEC. #	SCHOOL
Barbara Bond	R 2 Benton 62812	335-34-6720	Benton.
George Wilkerson	R 3 Benton 62812	349-62-6543	Christopher.
Carolyn J Pill	511 W. Washington McLeansboro 62859	353-36 0329	McLeansboro
Rick Stulzel	407 Washington Christopher Il 62822	352-30-1894	W. F. H.S.
Jeanne Ward	402 E. 7th West Frankfort Il 62896	336-66-7763	Thompsonville High School
Larry House	508 S. State Christopher, IL 62822	355-42-6710	Christopher H.S.
Sandy Munday	Route 2 Box [illegible] Benton, IL 62812	344-34-[illegible]	[illegible] High

407 BEST COPY AVAILABLE

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493

TECH PREP

SERVING
FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM
REND LAKE AREA REGIONAL DELIVERY SYSTEM
AND REND LAKE COLLEGE

APPLIED COMMUNICATION WORKSHOP

DATE: AUGUST 16, 1991

LOCATION: REND LAKE COLLEGE
VOCATIONAL BLDG. , Rm. 117 and 118

PURPOSE OF MEETING: **To Review the AIT Applied Communications Modules**

ATTENDANCE SHEET

NAME	HOME ADDRESS	SOCIAL SEC. #	SCHOOL
Benita Morris	R1 Scheller	333-58-6110	Sesser-Valier
Glen A. Wright	P.O. Box 4 Sesser, Ill. 62884	320-44-2712	Sesser-Valier
Pat Sipp	608 South Jackson	318-36-8750	West Frankfort Ill
tuart L Parks	1704 Trail Johnston City Ill 62951	331-66-0688	Zeigler-Royalton

BEST COPY AVAILABLE

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493

TECH PREP

SERVING
FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM
REND LAKE AREA REGIONAL DELIVERY SYSTEM
AND REND LAKE COLLEGE

APPLIED COMMUNICATION WORKSHOP

DATE: AUGUST 16, 1991

LOCATION: REND LAKE COLLEGE
VOCATIONAL BLDG., Rm. 117 and 118

PURPOSE OF MEETING: **To Review the AIT Applied Communications Modules**

APPLIED SCIENCE

I would use same or all of the Applied Communication Modules if they wre available at our school.

NAME	SUBJECT AREA	SCHOOL
Jo Linda Maglow	Engl.	West Frankfort
Barbara Bevel	Math, Eng	Benton High
Carolyn Pell	English	McLeansboro High School
Sam Houge	English Speech	Christopher H.S.
Stuart L. Parks	Principles of Technology	Zeigler-Royalton High School
Sandy Munday	English 4B, Brit	Sesser-Valier
Kenita Dorris	Engl. 1A·1B Speech	Sesser-Valier
Glen Wright	Public, French, Eng.	Sesser-Valier
J[illegible]anne Ward	English I - IV	Thompsonville High

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493

TECH PREP
APPLIED BIOLOGY/CHEMISTRY
WORKSHOP

COMMENTS

I did not know what this workshop was going to be about. I would appreciate knowing before hand. I was told to attend. Sue's workshops are always good. Her ideas are current, fun, and well organized. I also would like to share ideas as Sue did at the end.

I definitely would like to see this in my lab science class. I am interested in more information and more workshops.

Well Done! Donna Childers

Would use to infuse into my Biology class.

Excellent ideas and materials.

I plan to incorporate Act 4-5 into my chapter on inheritance. Thanks, I had fun!

▲ Applied Biology/Chemistry ▲

APPLIED BIOLOGY/CHEMISTRY *(ABC)*

The need for a program in Applied Biology/Chemistry is grounded in three realities:

- the need for science coursework that addresses the learning style of a significant number of students;
- the emergence of new technologies and the transformation of existing occupations; and
- the increased graduation requirements in many high schools.

APPLIED BIOLOGY/CHEMISTRY *(ABC)* consists of twelve instructional units presenting the scientific fundamentals of biology and chemistry that provide a foundation for careers. This program integrates the treatment of biology and chemistry as a unified domain and employs student activities that relate to work and other life experiences.

The program targets the mid 50% of the high school population with modules that can be presented as a one-year science or technology course. Student activities explore science in the context of occupational issues, societal concerns, and personal needs.

The development of APPLIED BIOLOGY/CHEMISTRY has involved the collaboration of scientists, industry representatives, vocational - technical educators, science educators, and teachers.

Selected Indiana schools will field test available units in 1991 - 1992. Statewide implementation of the materials is scheduled for the 1992 - 1993 school year.

UNITS COMPRISING APPLIED BIOLOGY/CHEMISTRY

▼

NATURAL RESOURCES

WATER

AIR AND OTHER GASES

PLANT GROWTH AND REPRODUCTION

LIFE PROCESSES

CONTINUITY OF LIFE

NUTRITION

DISEASE AND WELLNESS

SYNTHETIC MATERIALS

WASTE AND WASTE MANAGEMENT

COMMUNITY OF LIFE

MICROORGANISMS

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Applied Communication Student Worktext

Self-Guided Tour

Directions: Read the questions then use the ***Applied Communication*** Student Worktext to answer the questions. Write your answers in the space provided.

Table of Contents

1. In what lessons will the students see a video?

2. What is the title of Lesson 4?

3. What is the focus of the occupation-specific lessons?

About the Module

4. After completing the module, what should the students be able to do?

5. Read the descriptions of the lessons' content. Which lesson(s) focus on written communication and which on oral communication?

Lessons

6. Which activities in the Student Worktext can be used to evaluate student writing? Listening and speaking skills?

Self-Guided Tour Instructor's Guide

Directions: Read the questions then use the ***Applied Communication*** Instructor's Guide to answer them. Write the answers in the space provided.

Table of Contents

1. On what page can you read **About the Module**?

   ____

2. On what page can you find the **Content Specifications and the Student Competencies Matrix**?

   ____

3. On what page(s) can you find the **Transparency Masters**?

   ____

4. What kind of information is found in the Resources Section of the Teacher's Guide?

   ____

About the Module

5. What are the broad goals of the module?

   ____

6. What will the students see in Video B of the module?

   ____

7. How is each lesson organized?

   ____

Lesson 7

8. What are the instructional objectives for the lesson?

   ____

9. What equipment is needed for the lesson? What materials?

   ____

10. What should the instructor do to prepare students for viewing the video in Lesson 7?

___

11. What opportunities are there to evaluate student learning?

___

Appendix

12. How many transparency masters are needed for the module?

___

13. How many student activity masters are provided for the module?

___

14. List two titles from American or British literature that are recommended reading in the literature section of the appendix ?

___

___

15. What writing competencies are addressed in the module? In which lessons?

___

___

___

16. What reading competencies are practiced in the module? In which lessons?

___

___

___

Instructor Profile

Directions: In order to plan effective instruction for your students you need to be familiar with reading, writing, listening, and speaking in the workplace and in the classroom. Answer each question. Questions left blank indicate areas that will require extra awareness or preparation on your part.

I. Communication skills include reading, writing, listening, and speaking for any purpose.

- List some newspapers, magazines, or books you have read this month.
  -
  -
  -
  -

- How much time each week do you spend gathering information to improve your job performance?

- How often do you write reports describing problems you've encountered, or actions you have taken?

- How comfortable are you asking questions when you need information?

- How well do you listen to others (well, so-so, poorly)?

- How successful are you at noticing and interpreting other's nonverbal behavior?

II. Classroom communication is reading, writing, listening, and speaking to learn.

- Describe the typical communication activities that occur in your classroom?

- What do students read in your class?

- What writing assignments do you give to students? (Notes, memos, forms, reports, or summaries)

- What opportunities do students have to work in groups?

- In general, how well do your students read, write, listen, speak?

III. Applied Communication is reading, writing, listening, and for work.

- What work experience other than teaching have you had? List one or two employers.
  -
  -

- With what other occupations are you familiar?
-
-
-

- List two or three of the major employers in your community.
-
-
-
-

- Which employers in your community prefer to hire graduates of your school?
-
-
-
-

IV. Teaching Applied Communication

- How would you rate your attitude toward an applied English curriculum?

  very positive neutral very negative

- How would you rate your attitude toward teaching applied communication?

  very positive neutral very negative

- How would you rate your attitude toward teaching problem solving in a communication class?

  very positive neutral very negative

- How would you rate your attitude toward preparing students for the workforce?

  very positive neutral very negative

Writing Skills Found in the Workplace

Production

- Writing key technical words accurately on forms.
- Spelling task-related words and abbreviations correctly.

Information Transfer (Single Step/Source)

- Entering appropriate information onto a form.
- Recording essential information that involves more than one sentence.
- Recording essential information in phrases or simple sentence form accurately and precisely.

Information Transfer (Multiple Steps/Sources)

- Transferring numbers, codes, dates, figures from equipment or written sources onto appropriate sections of forms.
- Writing a report including necessary support documentation or classification.

Translation

- Writing brief, descriptive accounts of activities or transactions performed.
- Outlining a situation by identifying key ideas and supporting details.
- Summarizing essential details for a written communication, using a problem-solving or new-writing heuristic.
- Selecting relevant details for a written communication.
- Stating general impressions of an event or situations as they relate to specific reporting goals.
- Summarizing events and precise dialogue in an accurate, complete, and objective manner.
- Summarizing the major points presented in a written communication.
- Generating a written communication according to a specific format (e.g., memorandum, telex, or letter).

Extension/Interpretation

- Identifying objectives, intent, target audience, and all essential and supporting details of a written communication.
- Generating a written communication, arranging events sequentially.
- Writing brief justifications for actions taken and providing good reasons for rejecting alternative actions.
- Appraising a written communication and making adjustments to improve clarity.

(Mikulecky, 1982; Mikulecky, Ehlinger, & Meenan, 1987; U. S. Army, 1988; Philippi, 1988)

Reading Skills Found in the Workplace

Vocabulary

- Recognizing common words and meanings, task-related words with technical meanings, and meanings of common abbreviations and acronyms.

Literal Comprehension

- Identifying factual details and specifications within text, following sequential directions to complete a task, and determining the main idea of a paragraph or section.

Locating Information Within a Text

- Using table of contents, index, appendices, glossary, systems or subsystems.
- Locating pages, titles, paragraphs, figures, or charts needed to answer questions or solve problems.
- Skimming or scanning to determine whether or not text contains relevant information.
- Cross-referencing within and across source materials to select information to perform a routine.
- Using a complete form to locate information to complete a task.

Comparing and Contrasting

- Combining information from multiple sources that contribute to the completion of a task.
- Selecting parts of text or visual materials to complete a task.
- Identifying similarities and differences in objects.
- Determining the presence of a defect or extent of damage.
- Classifying or matching objects by color, size, or significant marking.
- Distinguishing between relevant and irrelevant information in text or visuals.

Recognizing Cause and Effect; Predicting Outcomes

- Using common knowledge for safety.
- Applying preventative measures prior to task to minimize problems.
- Selecting appropriate course of action in emergency.

Using Charts, Diagrams, Schematics

- Reading two- or more column charts to obtain information.
- Locating chart information at intersections of rows and columns.
- Cross-referencing charted material with text.
- Applying information from tables or graphs to locate malfunctions or select actions.
- Using flow charts and organizational charts to sequence events, arrive at a decision, or problem solve.
- Identifying components within a schematic.
- Isolating problem components in schematics, tracing to cause of problem, and interpreting symbols.
- Identifying details, labels, numbers, parts of an illustration, parts from a key or legend.
- Following sequenced illustrations as a guide.
- Interpreting three dimensional drawings of objects for assembly or disassembly.

Inferential Comprehension

- Determining meaning of figurative, idiomatic, or technical usage of terms, using context clues as reference.
- Making inferences form text; organizing information from multiple sources into a series; interpreting codes and symbols.

(Philippi, 1988)

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- Appraising a written communication and making adjustments to improve clarity.

(Mikulecky, 1982; Mikulecky, Ehlinger, & Meenan, 1987; U. S. Army, 1988; Phillippi, 1988)

Competencies Included in *Applied Communication*

General Communication Skills

- Use higher-level thinking skills to solve complex problems encountered in the workplace and elsewhere.
- Use reading, writing, listening, and speaking skills to solve job-related problems and to help perform on-the-job tasks.
- Move rapidly and effectively from one mode of communication to another (e.g., listen to an explanation, ask a question for clarification, make appropriate notes, gather more information from a manual, and write a memo requesting additional information).
- Communicate (orally and in writing) in a clear and concise manner (use plain English, active voice, simple sentences, first-person pronouns, etc.).
- Use language, tone, style, format, and vocabulary appropriate for the purpose and audience.
- Interpret written or oral communication in relation to its context and the writer's or presenter's point of view.
- Use relevant sources to gather information for written or oral communication.

Reading

- Read and understand forms, diagrams, short notes, memos, and letters.
- Read and interpret data presented in tables, graphs, charts, maps, and blueprints alone or in combination with related texts.
- Use letter-sound relationships, semantic and syntactic cues, and reference material to comprehend unfamiliar terms.
- Use various reading techniques (skimming and scanning, reading in depth, studying, etc.), depending on the purpose for reading.
- Find, read, understand, and apply information from books, manuals, directories, computer printouts, other printed matter, and electronic sources such as video display terminals.
- Restate or paraphrase a written selection to confirm one's understanding of what was read.
- Recognize visual cues to meaning (layout, format, typography, etc.).

Writing

- Actively fill out pre-employment forms and job applications.
- Compose technical reports and correspondence that meet accepted standards of grammar and spelling.
- Compose logical and understandable reports, letters, memos, and short notes.
- Review and edit written reports, letters, memos, and short notes.
- Write directions for or summaries of processes, mechanisms, events, and concepts.
- Use appropriate layout and format (columns, white space, etc.) to enhance communication.
- Be able to convey in writing the same information to different audiences (co-workers, subordinates, supervisors, etc.).

Speaking

- Clearly state oral instructions.
- Participate in interviews.
- Exchange ideas orally.
- Use the telephone to give information.
- Describe a business or industrial process or mechanism.
- Use nonverbal behavior to increase the effectiveness of oral communication.
- Determine when more information is needed and ask appropriate questions to gain information.
- Prepare and deliver oral presentations for the purpose of persuasion, description, or demonstration.

Listening

- Follow oral instructions.
- Use the telephone to receive information. facts details
- Listen to Restate or paraphrase a conversation.
- Listen attentively to take accurate notes.
- Analyze information gathered from formal and informal oral presentations.
- Recognize nonverbal cues that influence the meaning of an oral communication.

Agency for Instructional Technology

Applied Communication
Module Descriptions

Module 1 - **Communicating in the Workplace**
This introductory module addresses the major elements of the communication process in the workplace and identifies ways to overcome barriers that interfere with communication.

Module 2 - **Gathering and Using Information in the Workplace**
This module deals with selecting and using sources of written and oral information. In this module students learn to identify, locate, and use information sources on the job.

Module 3 - **Using Problem-Solving Strategies**
This module introduces a problem-solving model that helps students apply communication skills to solve problems in the workplace.

Module 4 - **Starting a New Job**
This module emphasizes expectations of the workplace; job-specific terminology; and the information needs of a new employee. In addition, this module contains a lesson on how to deal with the stress associated with starting a new job.

Module 5 - **Communicating with Co-Workers**
This module deals with verbal and nonverbal messages, the importance of the receiver in the communication process, and organized approaches for effective communication.

Module 6 - **Participating in Groups**
This module introduces the communication skills for effective group participation. It emphasizes communication skills for successful membership and leadership in a work group.

Module 7 - **Giving and Following Directions**
This module deals with the characteristics and use of clear directions or instructions. It includes the importance of directions in the workplace; the revision of inappropriate directions; and the creation of clear and concise directions in text, oral, and/or visual form.

Module 8 - **Communicating with Supervisors**
This module deals with factors that promote and inhibit worker-supervisor communications; the use of assertiveness skills in the workplace; and strategies for exchanging information, presenting problems and writing effectively to supervisors.

Module 9 - **Presenting Your Point of View**
This module directs students to present their point of view persuasively by planning and organizing the message to fit the audience. Students are also taught to evaluate others' viewpoints.

Module 10 -**Communicating with Clients and Customers**
This module addresses factors that promote or inhibit worker-client/customer communications. These factors include use of listening and speaking skills with clients, interpretating and handling product/service problems, questioning clients/customers about needs and preferences.

Module 11 - **Making and Responding to Requests**
This module includes handling telephone communication; reading and writing business letters; communicating on electronic networks; responding to oral and written questions and orders; making appropriate referrals; recognizing that "requests" from higher levels may, in most cases, be viewed as "commands".

Module 12 -**Communicating to Solve Interpersonal Conflicts**
This module teaches a problem-solving approach to interpersonal conflict. It emphasizes the use of communication strategies to improve communication with co-workers, supervisors, and clients and customers.

Module 13 - **Evaluating Performance**
This module emphasizes performance evaluations and the importance of self-evaluation and goal setting.

Module 14 - **Upgrading, Changing Jobs, and Retraining**
This module emphasizes self-assessment and the importance of communication skills in keeping up-to-date professionally, getting promoted, changing jobs, and retraining.

Module 15 - **Improving the Quality of Communication**
This module deals with the changing workplace. The lessons teach communications skills to help students deal with increased competition, increased reliance on technology, and the internationalization of both the workplace and the marketplace.

TECH PREP

DEVELOPMENT OF A MODEL FOR COLLABORATION OF STATE GOALS FOR LEARNING, ASSESSMENTS AND APPLIED ACADEMICS

CORRELATION OF

APPLIED COMMUNICATIONS

REPRESENTING:

BARRY KOHL, REGIONAL SUPT. FOR FRANKLIN COUNTY
Harold Hood, Ass't Regional Supt. for Franklin Co.

Betty Musgrave, TECH PREP Director
Dr. Jerry Pepple, U of I Scientific Literacy
Joe Wilkerson, Ass't System Director
Marla Harp, Test Scoring Center
Kathy Lynn, Test Scoring Center

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493

September 4, 1991

Dr. John O'Dell, Supt.
Benton High School
511 E. Main
Benton, IL 62812

Dear Dr. O'Dell:

On behalf of the TECH PREP initiatives, we would like to thank you and your school for allowing Sue Woodfin to have access and drive the school van for the participants of the Academic Staff Industry Practicum. As we are finalizing the program, I believe the traveling together made a definite contribution to the success of the practicum experiences.

By now you should have received a check from the Franklin County Regional Delivery System for the amount of $62.16 to cover mileage for the week. Thank you again for your support and we look forward to working with you and your instructors this year in the planning of two TECH PREP courses of study.

Sincerely,

Betty T Musgrave

Betty Musgrave
TECH PREP Director

BJM

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493

November 7, 1991

Dear District Superintendent and Building Principal:

As I have mentioned before to you, the federal guidelines for a TECH PREP program must include Applied Academics. Illinois is a member of a consortium that has developed Applied Mathematics I and II, Applied Communications and Applied Biology/Chemistry curriculum based on what Industry says is needed in the workforce.

We are very fortunate to have two persons selected to be the Illinois representatives for the training in Texas for this curriculum: Dick Stritzel, West Frankfort High School, for the Applied Mathematics II and Sue Woodfin, Benton High School, for the Applied Biology/Chemistry. Each of these districts will be pilot sites for this year.

Sue has agreed to facilitate a workshop for the TECH PREP initiatives to share her training with our Science teachers from both Regional Delivery Systems. It is very important that at least one of your science teachers attend this afternoon session. Feel free to send all of your high school science teachers if you would like.

Half-day substitute reimbursement will be available through the TECH PREP grant. If you have any questions concerning this workshop, TECH PREP or Applied Academics, please call for me at 438-9711.

Sincerely,

Betty Musgrave

Betty Musgrave
TECH PREP Director

Enclosures

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Sue has agreed to facilitate a workshop for the TECH PREP initiatives to share her training with our Science teachers from both Regional Delivery Systems. It is very important that at least one of your science teachers attend this afternoon session. Feel free to send all of your high school science teachers if you would like.

Please note that this workshop is the afternoon of Marla's 11th Grade Local Science Assessment Training on the same day, Monday, November 18, 1991. We are sharing the day to accommodate the High School Science teachers for two Science Workshops. Half-day substitute reimbursement will be available through the TECH PREP grant for the afternoon session on Applied Biology/Chemistry.

If you have any questions concerning this workshop, TECH PREP or Applied Academics, please call for me at 438-9711.

Sincerely,

Betty Musgrave

Betty Musgrave
TECH PREP Director

Enclosures

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TECH PREP

APPLIED BIOLOGY/CHEMISTRY WORKSHOP

DATE:	**November 18, 1991**
TIME:	**1:00 P.M. - 3:30 P.M.**
LOCATION:	**Benton High School** **511 East Main** **Benton, IL 62812** **Science Lab, Rm. 123**
Presenter and Lab Faciliator:	**Sue Woodfin** **Mathematics and Science** **Department Chair** **Benton High School**

PURPOSE OF WORKSHOP:

--To share the CORD training that was received this past summer on the Applied Biology/Chemistry curriculum with *High School Science teachers* from the Franklin County Regional Delivery System and Rend Lake Regional Delivery System.

Attendance Sheet

Name	School	Teaching Area
Roger Johnson	WAYNE CITY	PRIN. Tech / Appl Bio/Chem
Steve Danner	Webber	Chem/Physics/Bio
Patsy Bullard	Woodlawn	Bio/Chem/Science/Health
Linda Stevens	West Frankfort	Chemistry/Physics/Physical Science
Jerry Eader	West Frankfort	Bio. Science
Gary L. Warren	West Frankfort	Bio. Science
[illegible]	BCHS	Biology
Mack Wayne	BCHS	Biology
Don Smith	Marion High School	Chemistry
Donna Childers	Marion High School	Biology
Russell McNalty	McLeansboro High School	Chem/Physics
Fred. Vallowe	"	Biology
Wayne Cherry	BCHS #103	Chem/Physics
Dianna Marbery	Sesser-Valier #196	Geometry/Chem/Physics
Neil TRACY	Waltonville High	Biology & Science
Jim Hicks	Mt V.T H School	Biology, ABC
Larry Adams	[illegible]	Math
Neal Clem	Thompsonville	Biology

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TECH PREP

APPLIED BIOLOGY/CHEMISTRY WORKSHOP

SUMMARY

Using the scale below, please circle the appropriate rating that best describes your opinion of the probes.

5 = Excellent 4 = Good 3 = Average 2 = Average 1 = Poor

1.) What is your overall perception of this presentation?

~~5~~	~~4~~	~~3~~	~~2~~	~~1~~
6	8	1	0	0

2.) The organization of content and learning activites was:

~~5~~	~~4~~	~~3~~	~~2~~	~~1~~
6	6	3	0	0

3.) The instructional materials, handouts, visual aids and sound were:

~~5~~	~~4~~	~~3~~	~~2~~	~~1~~
8	6	1	0	0

4.) The effectiveness of the presenter(s) was:

~~5~~	~~4~~	~~3~~	~~2~~	~~1~~
7	7	1	0	0

5.) The relevancy of subject matter for my work was:

~~5~~	~~4~~	~~3~~	~~2~~	~~1~~
5	7	3	0	0

6.) The match of my expectations with the actual workshop experience was:

~~5~~	~~4~~	~~3~~	~~2~~	~~1~~
6	7	1	1	0

7.) Please take this opportunity to make any open comments on today's workshop.

BEST COPY AVAILABLE

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

TO: Sandy Mercer, ISBE TECH PREP Contract Admin.

FROM: Betty Musgrave, TECH PREP Director

DATE: April 13, 1992

SUBJECT: "Applied Academics Workshop" Dissemination

I am enclosing finalized copies of the brochure for the "Applied Academics Workshop" to be held June 15-19 at Rend Lake College. Please note on Monday, Prin. of Technology will be be held at West Frankfort High School PT Lab. Tuesday will have joint morning sessions with Leno Pedrotti for both Prin. of Technology and Applied Mathematics I and II instructors. After lunch, the PT session will relocate at the PT Lab, West Frankfort High School.

Dr. Ruth Hicks has been given copies for dissemination for all System Directors in Illinois and to be put on the ISBE Fax. In order to facilitate the dissemination of these brochures throughout the state, would you please mail a copy to all TECH PREP Project Directors and Coordinators.

If I have an updated TECH PREP Directors/Coordinators mailing list, I am unable to locate it and apologize for asking you to do this mailing. Thank you for your consideration for this request. Please advise if this is possible and has been done.

HAROLD HOOD
Asst. Regional Superintendent

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TO: District Superintendents
Rend Lake Community College Dean

FROM: Betty Musgrave, TECH PREP Director

DATE: April 20, 1992

SUBJECT: Applied Academics Workshop
June 15-19 1992

Some time ago I started working with Sandy Mercer from the Illinois State Board of Education about pooling monies from several different grants to put on a "Blue Ribbon" type Applied Academics Workshop. After much much planning, I think we have put together such a workshop. By having co-sponsors for this workshop, we are able to afford to bring in some of the authors of the applied academics curricula, master CORD trainers, and utilize our own pilot site applied academics instructors to facilitate in the hands-on labs in each of the disciplines.

Please distribute the brochures to your entire faculty. Make additional copies as they are needed. With the options for SIU credit, more than just the instructors teaching applied academics may want to take advantage of being able to accummulate three hours credit in one week.

Please note: Tuesday through Friday each day there will be an opening session in the Rend Lake Theatre before breakout sessions begin with hands on labs.

We are looking forward to an outstanding week. Please encourage your people to take part in this wonderful opportunity!

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

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Franklin County
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TO: District Superintendents of TECH PREP Pilot Sites:

West Frankfort High School
Zeigler High School
Mt. Vernon High School
Wayne City High School

FROM: Betty Musgrave, TECH PREP Director

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Some time ago I started working with Sandy Mercer from the Illinois State Board of Education about pooling monies from several different grants to put on a "Blue Ribbon" type Applied Academics Workshop. After much much planning, I think we have put together such a workshop. By having co-sponsors for this workshop, we are able to afford to bring in some of the authors of the applied academics curricula, master CORD trainers, and utilize our own pilot site applied academics instructors to facilitate in the hands-on labs in each of the disciplines.

Please distribute the brochures to your entire faculty. With the options for SIU credit, more than just the instructors teaching applied academics may want to take advantage of being able to accummulate three hours credit in one week.

Our FY '92 TECH PREP budget will allow paying registrations and a stipend of $75.00 for instructors of Principles of Technology, Applied Biology/Chemistry, Applied Communication, and Applied Mathematics I and II to attend the workshop session of their descipline area plus attending the "Pulling it all Together" Thursday session. THEY MUST REGISTER for both days, BUT DO NOT SEND MONEY

This workshop will certainly benefit your teachers in understanding applied academics as a stand-a-alone or integrated curriculum. Please call if you have questions concerning TECH PREP or this workshop.

TECH PREP

You are invited to be a participant in an

APPLIED ACADEMICS WORKSHOP

June 15 - June 19, 1992

8:30 A.M. - 3:30 P.M.

Academic credit for participation is available through SIU

for $68.25 per credit hour
(in addition to registration fee)
(WILL BE BILLED BY SIU LATER)
VES 491 or VES 591

Thursday session and one other session	**= 1 credit hour**
Thursday session and three other sessions	**= 2 credit hours**
All five sessions	**= 3 credit hours**

Blue Ribbon
Applied
Academics
Workshop

PAID REGISTRATIONS DUE
BY MAY 15, 1992

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At this workshop you will have presenters who are leaders and authors from CORD, AIT, trained Master Instructors and Applied Academic Pilot Site Instructors working as presenters and/or facilitators of hands-on lab experiences.

This unique opportunity has b[illegible] made possible through the following Co-sponsors:

Region VI Regional Vocational Systems, Illinois State Board of Education Connections Project with Illinois State University and a DAVTE Project through the Department of Vocational Education Studies at Southern Illinois University.

This workshop is hosted by REND LAKE COLLEGE and coordinated by Betty Musgrave, TECH PREP Director, Franklin County Regional Delivery System,
c/o Barry Kohl, Regional Superintendent, 202 West M[illegible]n, Benton, IL 62812;
(618) 438-9711.

Monday, June 15
8:30AM-3:30 PM
West Frankfort HS PT Lab

Principles of Technology
(Applied Physics)

Presenter:

PAT SIPES:

Principles of Technology I, II and Electronics Instructor, West Frankfort High School and Electronics` at John A. Logan Community College.

This day is designed to meet the needs of the Principles of Technology Instructor.

Please designate, on the back of your registration form, PT units you would like to have presented.

Pat has twenty years of business and industry experience as well as five years of teaching Principles of Technology and thirteen years of teaching Electronics.

This session would be appropriate for all teachers as well as Principles of Technology Instructors.

Tuesday, June 16
8:30AM-3:30 PM
Rend Lake College Theatre

Applied Math I & II and
Principles of Technolo

Presenter:

LENO PEDROTTI, Ph.D.

Senior Vice President for the Center for Occupational Research and Development Waco, TX will be the Presenter for the Opening Session for both Applied Mathematics and Principles of Technology.

APPL. MATH I & II
Breakout Sessions

Facilitators:

DICK STRITZEL, Applied Math I and Pilot Site Applied Math II
Instructor, West Frankfort High School; and

STEVE STRICKLIN, Appl
Math I Instructor, Wa
City High School

PRIN. OF TECH. P.M. breakout Session will be relocated at W. Frankfort High School PT Lab

Cont. from Monday's Session; 2nd Day of Prin. of Technology Workshop

Presenter:

PAT SIPES, Principles of Technology Instructor, West Frankfort High School

Wednesday, June 17
8:30AM-3:30 PM
Rend Lake College Theatre

Applied Biology/ Chemistry

Presenter:

LISA TAYLOR

Coordinator of a Statewide Applied Biology/Chemistry Project, Laramie County Community College, Cheyenne, WY

This session has concentrated hands-on labs and will provide participants with the knowledge and skills to utilize nationally developed Applied Biology/Chemistry materials to successfully infuse in current curricula or as a stand-alone one-year course.

Facilitator:

SUE WOODFIN, Math, Science Department Chair, and Applied Biology/Chemistry Pilot Site Instructor, Benton High School

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8:30AM-3:30 PM
Rend Lake College Theatre

"Pulling it all Together"

(Required Session for SIU Credit)

Presenter:

PAT WILSON

Indiana University and Bloomington North Instructor

This workshop will be an application based approach to the 4MAT System which is an instructional model designed to address learning style and brain preferences in students.

This is a workable format for both daily and unit instructional design with emphasis on interdisciplinary instruction, cooperative learning, teaching styles, learning styles, problem solving, critical thinking skills, teamwork, and cooperative learning skills.

- **It capitalizes on the strengths of the individual.**
- **It brings together real work and the school world.**
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Presenter:

DOROTHY WINCHESTER

Agency for Instructional Technology, (AIT), Bloomington, IN

This session will include suggestions and "how to" strategies to integrate Applied Communications with an existing English Class and/or teach as a stand alone program.

- **This is a series that integrates English skills as they apply in the workplace**
- **Shows instructors how to implement cognitive apprenticeships in the classroom**

Make Checks Payable to:
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Mail Paid Registrations to:
BettyMusgrave, Applied Academics Coordinator,
c/o Barry Kohl, Reg Supt of Schools, 202 W. Main St.,
Benton, IL 62812

TECH PREP

Applied Academics Workshop - June 15 - June 19, 1992

Registration Fee:
$30.00 per day
(includes breaks and lunch)

(Dr.)(Mr.)(Miss)(Mrs.)(Ms) - Please Print ______

Social Security Number ______

Home Address ______

School ______

Amount Enclosed $ ______

City ______ State ______ Zip ______

☐ I Want SIU Credit

List Prin. of Tech. Units desired on back of reg. form.

Circle Days Attending: M T W TH F

School Phe. ______

Home Phe. ______

Pd Reg. Due May 15th

APPLIED ACADEMICS WORKSHOP

FOR MORE INFORMATION CALL:

Betty Musgrave, c/o Barry Kohl Reg. Supt. (618) 438-9711
or
Dr. Marcia Anderson-Yates, SIU, (618)453-3321

362

Seminars & Workshops for Vocational/Technical Educators

SIU

The following seminars/ workshops will be delivered at various locations on and off campus. Upon receipt of the registration form and payment, detailed information on the workshop will be sent to the participant. Sessions run from six to eight hours per day unless indicated for afternoons only.

ALL OCCUPATIONAL AREAS

A-1 Introduction to Desktop Publishing Design on the Mac

(May 25–26) (8:00 a.m.–4:00 p.m.) (14 hours)

This workshop will introduce participants who have little or no computer experience to the basic, hands-on operation of Macintosh computers and their application to desktop publishing. Participants will begin with a basic word processing program and progress to brochure, newsletter, and flyer designs using the Pagemaker program. Enrollment limited to ten participants.

INSTRUCTOR: David J. White

Workshop fee: $70

A-2 Tech Prep Applied Academics

une 15–19 at Rend Lake College, Ina, inois) (45 hours)

This workshop is designed for academic and vocational instructors and will address specific strategies for integrating applied academic content into all courses. Presenters are leaders and writers from CORD and AIT, trained master teachers, and applied academic pilot site instructors.

Academic credit for participation will be given in this format:

Thursday Session plus one other session
= 1 credit
Thursday Session plus three other sessions
= 2 credits
All five sessions
= 3 credits

Session 1—(Monday) **Principles of Technology**

PRESENTER: Pat Sipes, Principles of Technology Instructor, West Frankfort High School

Instruction on various PT units will be determined by participant needs.

Session 2—(Tuesday) **Applied Math I & II and Principles of Technology**

PRESENTER: Leno Pedrotti, Ph.D., Senior Vice President, Center for Occupational Research and Development, Waco, Texas

Focus of this session will be hands-on strategies for incorporating Applied Math and PT materials. Instructors currently using the materials will serve as facilitators.

ession 3—(Wednesday) **Applied Biology/ emistry**

RESENTER: Lisa Taylor, Coordinator, Statewide Applied Biology-Chemistry Project, Laramie County Community College, Cheyenne, Wyoming

Participants will be given hands-on lab experiences with the Applied Biology/Chemistry Curriculum.

Session 4—(Thursday) **"Pulling It All Together"**

PRESENTER: Pat Wilson, Instructor, Bloomington North High School and Indiana University, Bloomington, Indiana

This session will show an application-based approach to workable formats for both daily and unit design with emphases on interdisciplinary instruction, cooperative learning, teaching styles, learning styles, problem solving, critical thinking skills, teamwork, and cooperative learning styles.

Session 5—(Friday) **Applied Communications**

PRESENTER: Dorothy Winchester, Agency for Instructional Technology (AIT), Bloomington, Indiana

Included in this session will be suggestions and strategies on integrating Applied Communications with an existing English class or teaching it as a separate program.

Workshop fee: $30 per session

Registration Deadline for Workshop A-2, Sessions 1-5: May 15, 1992.

A-3 Practical Physics

Part 1 (June 22–23) (8:00 a.m.–4:30 p.m.), (June 24) (8:00 a.m.–noon) (19 hours); Part 2 (June 24) (noon–4:30 p.m.), (June 25–26) (8:00 a.m.–4:30 p.m.) (19.5 hours)

Part 1 of the Practical Physics workshop is intended as an introduction to Principles of Technology topics including energy, force, work, power, and resistance as applied to mechanical and fluid technologies. Participants will receive hands-on experience using readily available, inexpensive materials.

Part 2 is a continuation of Part 1 and is open to persons who complete Part 1 or who attended the Summer 1991 Practical Physics workshop. Concepts of force, energy, power, and resistance will be applied to thermodynamic and electrical technologies. Hands-on experiences will be provided as in Part 1.

INSTRUCTOR: Ruth Wolfson

Workshop fee: Part 1, $90
Part 2, $90

A-4 Animation and Imaging

(June 20 or June 27) (8:30 a.m.–4:30 p.m.) (7 hours)

This workshop will introduce participants to the use of Animator and Animator-Pro. Participants will be instructed in the creation of animation for business, design, and advertising. Special attention will be given to image capture and output to video.

INSTRUCTOR: Jon Davey

Workshop fee: $35

A-5 Introduction to Pagemaker 3.0

(July 6–10) (1:00–4:30 p.m.) (17.5 hours)

This workshop will involve discussion of desktop publishing concepts and include hands-on experience with page layout of basic flyers, newsletters, and brochures containing text and graphics.

INSTRUCTOR: Diane Davis

Workshop fee: $105

A-6 Network Administration in a Classroom Setting

(July 27–31) (8:00 a.m.–4:00 p.m.) (35 hours)

This workshop will offer an overview of using and managing a computer network within the classroom or laboratory setting. Topics will include distributing files to individual stations, using the network for submitting assignments and setting up and maintaining print and file services. The use of time management software for scheduling and lesson plans will be covered. An introduction to network terminology, ideas and technology will be given. No prior networking knowledge will be required. Basic knowledge of MS-DOS required. Fee covers cost of Sidekick time management software package.

INSTRUCTOR: Fred Hees

Workshop fee: $175

AGRICULTURAL OCCUPATIONS

B-1 A Summer Week For Agriculture Teachers 1992

(July 6–10, at Bloomington, Illinois)

This workshop will be conducted to provide agriculture teachers with an annual technical information update. Topics include: meat quality and grading, bottle biology, landscape principles, corsage making, marketing plans, and a computer workshop.

INSTRUCTOR: Jim Legacy

Workshop fee: To Be Determined

BEST COPY AVAILABLE

DATE: 04-02-92 10:52 am
FROM: FIVE COUNTY REG. VOC. SYSTEM
TO: Region 6 System Directors
CC:
UBJECT: Region 6 Meeting 4/10/92, Industrial Tech Build, Rend Lake College
TTACH:

April 10, 1992

Attention:

A working session for Section 4 is planned for this meeting and will continue as long as necessary. We want to thank Brenda Ferguson for suggesting this activity, which will benefit us as we prepare the applications for year two.

AGENDA

9:00 - 9:30 Coffee & Rolls

9:30 - ?? Meeting

Reports:

-C.O.P Meeting 3-31-92
✓-June Inservice Sessions - Betty Musgrave
-Tech Prep Activities
-Linkage Meeting April 5-7
-AVTE Coordinator Gov's State of the State address

Chair:

-VIP Practicum Sites
-Governance Issues

System Directors Leadership Committee:

-Region 6 Representatives
-Leadership Meeting 4-23-92

Building Fairness:

-Update - Pat Burt

Ag Education:

-Update - Dean Dittmar

Carl Perkins - Section 4:

-Working Session - Bring Section 4 Packet

On the Offensive/Pro-Active in Region 6

Adjournment

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Applied Academics Workshop - June 15 - June 19, 1992

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(includes breaks and lunch)

(Dr.)(Mr.)(Miss)(Mrs.)(Ms) - Please Print ______ Social Security Number ______

Home Address ______ School ______

City ______ State ______ Zip ______

List Prin. of Tech. Units desired on back of reg. form.

School Phn. ______

Circle Days Attending: M T W TH F

Home Phn. ______

Amount Enclosed $ ______

☐ I Want SIU Credit

Pd Reg. Due May 15th

BEST COPY AVAILABLE

TECH PREP

Applied Academics Workshop I

June 15 - 19, 1992

Attendance Summary

June 15, 1992	Principles of Technology	45
June 16, 1992	Applied Math I, II and Principles of Technology	63
June 17, 1992	Applied Biology/Chemistry	48
June 18, 1992	Pulling it all Together	90
June 19, 1992	Applied Communications	81
	Total Attendance for Week	327

327 signed the attendance sheet; this did not include speakers, facilitators, student facilitators, some System Directors, SIU representatives, Regional Administrators, Rend Lake College administrators and some Rend Lake Instructors who were unable to attend all sessions.

MASTER LIST [illegible] Workshop 6/15-19/97

FIRS	LAST NAME	ADDRESS	HOME NE	SCHOOL PHONE	M	T	W	TH	F	PAID	NOT PAID	SIU CREDIT	SS
EULA	ADAMS	300 EAST NORTH AVENUE, NOBLE, IL 62868	618/723-2739		X	X				X			
MARCIA	ALLEN	1122 ROBERTA DRIVE, MURPHYSBORO, IL 62966		618/687-2336			X	X			X		353-38-9074
SANDRA	BARBIE	BOX 520, CARMI, IL 62821	618/382-2830		X	X				X			
JOYCE	BASLER	1607 TAYLOR DR., CARBONDALE, IL 62901	618/457-8555	618/453-5047				X	X	X		X	334-36-3480
VERA	BEDWELL	RT. 1 BOX 74, GOREVILLE, IL 62939	618/985-2585			X		X		X			353-36-6092
DELORES	BEENE	25 HOSPITAL DRIVE, METROPOLIS, IL 62960		618/524-3440	X	X	X	X	X	X		X	459-68-4440
SALLY JO	BILLINGSLEY	RT. 1 BOX 4, BUNCOMBEM, IL 62912	618/658-8712	618/995-2692	X	X	X	X	X	X		X	321-50-6530
JEAN ELLEN	BOYD	RT. 1 BOX 128, PULASKI, IL 62976	618/342-6293	618/634-2242	X	X	X	X	X	X		X	351-50-5690
PAM	BRAMLET	9577 HWY 13 WEST, CARRIER MILLS, IL 62917	618/252-3240	618/253-7635					X	X			356-44-8725
BRENDA	BRATCHER	808 NORTH 13TH, HERRIN, IL 62948	618/942-7703			X		X			X		326-38-3566
BRAD	BUCHANAN	R.R. 1 BOX 316, BRIDGEPORT, IL 62417	618/945-7453	618/262-5104	X	X	X	X	X	X		X	306-64-1078
PATSY	BULLARD	105 NORTH 29TH, MT. VERNON, IL 62864	618/244-1441				X			X			
DIANE	BYRD	2520 WASHINGTON, PADUCAH, KY 42001						X	X	X		X	355-42-3251
KATHY	CARAWAY	1710 LINDA LANE, OLNEY, IL 62450	618/395-3129						X	X			
KENT	CARRELL	1507 NORTH GLENDALE, MARION, IL 62959	618/993-0731			X		X			X		319-50-0450
JEAN	CHAMNESS	R.R. 1 BOX 65A, ROYALTON, IL 62983	618/426-3722	618/984-2228	X	X		X	X	X		X	321-50-7056
WAYNE	CHERRY	RT. 2 BOX 232, MT. VERNON, IL 62864	618/244-5361	618/439-3103	X	X		X		X			351-46-0183
BECKY	CLARK	RT. 3, BOX 1B, CARTERVILLE, IL 62918	618/985-6256					X	X		X		318-44-8174
MARVIN	COLE	R.R. 2, BOX 196, CISNE, IL 62823	618/673-2015				X			X			
ERIC JOE	COOPER	R.R. 5 BOX 454, MT. VERNON, IL 62864	618/242-8646	618/262-5104	X	X	X	X	X	X		X	358-40-7665
BRYAN	CROSS	RT. 1 BOX 119, DAHLGREN, IL 62828	618/736-2417	618/244-8044		X		X		X			333-66-4436
LINDA	CURTIS	701 W. PECAN, CARBONDALE, IL 62901	618/549-6800	618/687-2336				X	X	X		X	324-42-0324
KAREN S.	CUTRELL	RT. 3 BOX 55, COBDEN, IL 62920	618/893-4314	618/893-4031				X	X	X			358-34-8702
SYLVIA	CZERWINSKI	RT. 1, SCHELLER, IL 62883						X		X			
CAROLINE S.	DAKIN	RT. 1 BOX 2235, MOUNDS, IL 62964	618/745-6112	618/342-6778	X	X	X	X	X	X		X	338-32-4777
RICHARD	DIEFENBACH	RT. 1 BOX 462, ANNA, IL 62906	618/833-6694	618/893-4031	X	X	X			X			328-34-5386
MERLE	EVANS	RT. 4, BOX 682, MURPHYSBORO, IL 62966		618/687-2336				X			X		328-40-5873
MARY	FAULKNER	RT. 1 BOX 42, GOREVILLE, IL 62939	618/995-2960					X		X			350-50-0295
KEN	FEATHER	BOX 453, WAYNE CITY, IL 62895	618/895-3047		X			X		X			
BRENDA	FERGUSON	1117 EAST POPLAR, HERRIN, IL 62948	618/942-7083					X			X		332-36-8707
BONNIE	FRANKLIN	429 PARK LANE, HERRIN, IL 62948	618/942-7292						X		X		336-42-1776
BOB	FRASSATO	301 PANTHER DRIVE, PINCKNEYVILLE, IL 62274	618/357-9560			X				X			347-32-1048
SHARON	FREELAND	RT. 1, HUTSONVILLE, IL 62433	618/563-9905					X	X	X		X	
JOE	FRICK	R.R. 1 BOX 205, WEST FRANKFORT, IL 62896	618/983-6486	618/439-3103	X	X	X	X	X	X		X	356-44-8457
JON	FROHOCK	2002 LEXINGTON, LAWRENCEVILLE, IL 62439				X	X		X	X			
SEAN	GARRISON	104 WEST 6TH, MT. CARMEL, IL 62863	618/262-8326		X	X	X	X	X	X		X	
JANIE	GEORGE	RT. 3 BOX 124B, VIENNA, IL 62995	618/658-9100				X			X			324-58-3914
TOM	GHOLSON	106 E. MAIN, BOX 246, CROSSVILLE, IL 62827	618/966-2283	618/382-4661	X	X	X	X	X	X		X	318-36-7517
JIM	GIBSON	R.R. #3, BOX 335, MURPHYSBORO, IL 62966	618/684-2830			X	X	X	X	X		X	316-58-5930
BONNIE	GIFFORD	1406 FAIRWAY DRIVE, ROBINSON, IL 62454	618/544-7855						X	X			
STEVE	GRUBB	R.R. 1 BOX 265, ALBION, IL 62806	618/445-2102	618/445-2326					X	X			322-42-2831
DONNA	HAGEN	#7 FOREST DRIVE, ALTON, IL 62002	618/465-1559	618/474-2700					X	X			353-32-7446
MARSHA	HALL	316 NORTH 12TH, MT. VERNON, IL 62864	618/244-4000					X	X	X			
LARRY	HANCOCK	RT 8, MT. VERNON, IL 62864	618/242-4514	618/439-3103	X	X	X	X	X	X		X	326-38-2257
LINDA	HENSON-WIGG	2717 PEACH TREE, CAPE GIRANDEAU, MO 63701	314/651-2093	314/335-3143	X	X		X	X	X		X	488-42-2238

MASTER LIST

FIR[illegible]	LAST NAME	ADDRESS	HOM[illegible]NE	SCHOOL PHONE	M	T	W	TH	F	PAID	NOT PAID	SIU CREDIT	S[illegible]
TER[illegible]	HERNDON	10 DORA LANE, NEWTON, IL 62448	618/783-3913						X	X			
MARY LOU	HICKAM	RT. 1 BOX 266A, MURPHYSBORO, IL 62966		618/687-2336	X	X		X			X		326-38-1907
DEON	HICKEY	816 WEST CONCORD, MARION, IL 62959	618/993-2394			X		X			X		334-36-3993
JAMES	HILL	2413 GLENWOOD, ELDORADO, IL 62930	618/273-2881	618/273-2881	X	X					X		
TED	HOLM	COLLEGE ROAD, ULLIN, IL 62992	502/442-9931	618/634-2242	X	X	X	X	X	X		X	466-72-3509
LYNDA	HOMAN	RT. 6 BOX 136, MURPHYSBORO, IL 62966	618/684-3360	618/687-2336				X			X		350-40-3060
MAX	HOOK	RT. 3 BOX 341, VIENNA, IL 62995	618/658-3261			X				X			326-42-0777
SHERI	HUNTER	RT. 3, BOX 343, MARION, IL 62959	618/985-2814					X	X		X		345-38-2059
ROBERT	HUNTLEY, JR.	PO BOX 93, CISNE, IL 62823	618/673-2715	618/673-2154	X		X	X		X		X	361-64-2918
JEAN	HUTCHINSON	203 REDWOOD, GODFREY, IL 62035	618/466-6742	618/729-3211				X	X	X			351-36-0486
CHARLES	IELASE	R.R. 4 BOX 619, BENTON, IL 62812	618/435-4181	618/3126				X	X	X		X	345-40-3979
RICH	JOHNSON	301 SOUTH CROSS, ROBINSON, IL 62454	618/544-8664				X			X			
JESSE	JOINER	#9 JUANITA PL, BELLEVILLE, IL 62223	618/397-5214	618/656-7100	X	X	X	X	X	X		X	358-40-4278
LINDA	JONES	R.R. 1 BOX 70, MURPHYSBORO, IL 62966	618/684-4645	618/687-2336				X	X	X		X	326-40-5722
CAROL	JORGENSON	PO BOX 321, ELKVILLE, IL 62932	618/568-1060	618/568-1104	X	X	X	X	X	X		X	
MARY KAY	JURCIN	R.R. 1, BOX 179, WEST UNION 62477	217-279-3675						X	X			
KAREN	KILMER	R.R. 1, SHAWNEETOWN, IL 62984	618/269-3698	618/252-6376		X	X	X	X	X		X	356-44-8169
CHARLES	KIRBY	RR #2 BOX 114D, BRIGHTON, IL 62012	618/372-3652	618/474-2700		X				X			356-34-6031
KENNETH	KIRKPATRICK	110 N. PEARL, MCLEANSBORO, IL 62859		618/643-2328				X	X	X			323-32-0207
FLOYD	KOEHLER	PO BOX 1303, VIENNA, IL 62995	618/658-8517	618/995-2142	X	X	X	X	X	X		X	335-40-2164
CAROL	KROEGER	510 NORTH MAIN, ANNA, IL 62906	618/833-2510	618/833-8502				X	X	X		X	332-28-0971
BILL	LATHROP	1901 GEORGE, LAWRENCEVILLE, IL 62439						X		X			
CHARLOTTE	LEAL	BOX 746, TUNNEL HILL, IL 62991	618/658-8476	618/995-2142	X	X	X	X	X	X		X	337-66-0374
DOUG	LOCKHART	1176 GARDEN DRIVE WEST, TERRE HAUTE, IN 47	812-299-1166						X	X			
LYNN	LOVE	RT. 1, BOX 725, CREAL SPRINGS, IL 62922	618/996-2131			X		X			X		356-44-9071
LARRY	MANKER	R.R. 1, SESSER, IL 62884	618/625-5774					X		X			
GENE	MANUEL	1502 NORTH LINCOLN, ROBINSON, IL 62454	618/544-7129					X	X	X			
DIANE	MARBERRY	605 SOUTH BROADWAY, SESSER, IL 62884	618/625-6670			X		X		X			
TAMMY	MCCOLLUM	R.R. 3, BENTON, IL 62812	618/439-6529			X		X		X			
MARILYN	MCFADDEN	210 W. BOLING, BENTON, IL 62812	618/439-9314	618/439-3103				X	X	X			322-48-6089
GEORGE	MCPHEETER	PO BOX 251, PINCKNEYVILLE, IL 62274	618/336-5593				X			X			346-38-1006
KEN	MEADOWS	RT. 1 BOX 1520, MOUNDS, IL 62964	618/342-6787	618/342-6778	X	X	X	X	X	X		X	334-46-9927
ROY L.	MEYSTEDT	1410 JEFFERSON, CAPE GIRARDEAU, MO 63701	314/334-4171	618/833-5307	X	X	X			X			499-48-4774
JEFF	MILLER	RT. 1 BOX 70, DESOTO, IL 62924	618/987-2636	618/596-5841	X	X	X	X		X			508-88-9958
JIM	MILLER	903 OAKLAND, MT. VERNON, IL 62864	618/244-3429					X	X		X		
BETTY	MITCHELL	126 MAPLE, ZEIGLER, IL 62999	618/596-6466	618/596-5841			X	X		X		X	354-20-0610
FAYE	MIZE	BOX 728, VIENNA, IL 62995	618/695-2430					X	X	X			333-40-5054
ANNA	MORRIS	100 OVERLOOK DRIVE, CARTERVILLE, IL 62918	618/985-2890						X		X		232-68-1837
NANCY	NELSON	RT. 1 BOX 283, WEST SALEM, IL 62476	618/456-8573	618/445-2325	X	X	X	X	X	X		X	351-46-0813
CARLA	NILSON	RT. 2, BOX 336A, HERRIN, IL 62948	618/942-4527				X	X			X		337-42-2444
VIRGINIA	PAGE	RT. 6, BOX 35, CARBONDALE, IL 62901						X			X		361-26-1862
STUART	PARKS	1704 GRAND AVENUE, JOHNSTON CITY, IL 62951	618/983-6778	618/596-5841	X					X			331-66-0688
TAMMY	PATTERSON	RT 2 BOX 215, GOREVILLE, IL 62939				X		X		X			360-66-0593
SHIRLEY	PAYNE	508 JEFFERSON, KNOXVILLE, IL 61448	309/289-2066	309/289-2324				X	X	X			
CHERYL	PELZER	RT 3, BOX 96, MURPHYSBORO, IL 62966	618/684-2944	618/687-2336			X	X			X	X	327-46-3812

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FIRS	LAST NAME	ADDRESS	HOME NE	SCHOOL PHONE	M	T	W	TH	F	PAID	NOT PAID	SIU CREDIT	SS
ROGER	PETERSON	403 WEST 3RD, MT. CARMEL, IL 62863	618/262-7667		X			X		X			
FRANCIS	PIERCE	RT. 7, BOX 466, MARION, IL 62959	618/993-6797			X		X			X		345-38-2723
DEE	POSTON	PO BOX 3398, CARBONDALE, IL 62902	618/549-4440	618/634-2242	X	X	X	X	X	X		X	340-26-5144
LARRY	PULLEYBLANK	500 MAIN, ST. FRANCISVILLE, IL 62460						X	X	X			
ERNEST	QUEEN	719 QUEENS WAY, PINCKNEYVILLE, IL 62274	618/357-2733						X	X			336-42-1873
MARY	QUIVEY	109 WEST CHURCH, SPARTA, IL 62286	618/443-5300			X	X	X	X	X		X	334-54-1331
ARMA	RASKI	521 SOUTH 5TH, HERRIN, IL 62948	618/942-7730					X	X		X		353-36-0166
JACK	RAWLINSON	603 W. MAIN, BOX 154, CROSSVILLE, IL 62827		618/253-5501		X		X	X	X			361-32-8339
MAX	REED	R.R. 23, BOX 367, TERRE HAUTE, IN 47802	812-299-9365		X	X				X		X	
ROD	REID	RT. 4, BOX 356, FAIRFIELD, IL 62837	618/842-9282						X	X			
DON	REIMBOLD	515 NORTH CENTENNIAL, COBDEN, IL 62920		618/687-2336			X				X		329-38-2985
SHERRY	REPP	R.R. 1, PALESTINE, IL 62451	618/586-5175						X	X			
SHARON	RESCH	PO BOX 383, DONGOLA, IL 62926	618/827-3607	618/634-2242	X	X	X	X	X	X			340-40-8985
TERRY	ROSENBERGER	RT. 1 BOX 32, VERGENNES, IL 62994	618/687-2968	618/687-2336	X						X		334-44-8809
DR. MIKE	ROSSELLI	EUBANKS STREET, NORRIS CITY, IL 62869		618/378-3312					X	X			
DARBY	RYAN	R.R. 1 BOX 132, KARNAK, IL 62956	618/634-9058	618/524-3440	X	X	X	X	X	X		X	336-40-3529
PAT	SCHMALENBER	RT. 4, BOX 402, CARBONDALE, IL 62901		618/549-1396			X				X		275-40-2783
BARBARA	SCHOEN	1706 WEST COPELAND, MARION, IL 62959	618/997-4728					X	X		X		356-44-8007
JOE	SECHREST	260 WEST FRANKLIN, BRIDGEPORT, IL 62417					X	X		X		X	
SALAH	SHAKIR	RT. 2 BOX 314, CARTERVILLE, IL 62918	618/985-6530	618/634-2242	X	X	X	X	X	X		X	352-68-4685
RON	SHREVE	RT. 1, BOX 82A, CISNE, IL 62823				X		X		X			
KAREN	SHURPE	261 W. MAIN, ALBION, IL 62806	618/455-2785					X		X			
ALEX	SINGER	902 COUNTY ROAD, PINCKNEYVILLE, IL 62274	618/357-2766		X	X				X			337-30-1175
DEAN	SKAMBRAKS	15 MAGNOLIA DRIVE, CENTRALIA, IL 62801	618/532-3361		X	X		X		X			
DAVID	SMITH	RT. A-1 BOX 294, COBDEN, IL 62920	618/893-2711	618/833-5307					X	X			334-46-9278
SANDRA	SPENCE	502 E. MAIN, NORRIS CITY, IL 62869	618/378-3143	618/378-3312					X	X			330-44-2137
RICHARD	SPRUELL	330 EAST 9TH, MT. CARMEL, IL 62863	618/262-7204			X				X			
JIM	STARNES	600 NORTH 14TH, HERRIN, IL 62948	618/942-2835					X			X		322-48-5034
LISA	STEWART	807 N. 6TH ST., VIENNA, IL 62995	618/658-8714					X	X	X			352-60-7200
BRENDA	STEWART	RT. 1 BOX 17, SESSER, IL 62884	618/625-5715	618/439-3103	X	X	X	X	X	X		X	556-60-7859
SUE	STEWART	RT. 1 BOX 250, MT. VERNON, IL 62864	618/244-1538						X	X			353-34-8343
STEVE	STRICKLAND	100 S. 33RD, MT. VERNON, IL 62864		618/244-1902				X			X		351-46-1049
LARRY	SWOPE	PO BOX 492, CARBONDALE, IL 62901			X	X					X		322-32-9335
CATHY	TARANTINO	RT. 5 BOX 37, MURPHYSBORO, IL 62966	618/687-1127	618/687-2336			X				X		328-34-6204
JIM	TAYLOR	BOX 520, CARMI, IL 62821	618/382-2830		X	X	X	X	X	X			
JIM	TUCKER	BOX 105, DALE, IL 62829	618/773-4243			X		X		X			329-62-7959
VIVIAN	TURNER	PO BOX 584, HERRIN, IL 62948	618/942-7263						X		X		361-32-9884
BECKIE	TURNER	606 EAST OAK, WEST FRANKFORT, IL 62896	618/932-2529					X	X	X			
SUSAN	WALL	R.R. 1 BOX 513, WEST FRANKFORT, IL 62896		618/932-3126				X	X	X		X	335-40-1775
DICK	WALTON	R.R. 6, MT. VERNON, IL 62864	618/244-3488		X	X		X		X			
BRIAN	WARD	RT. 5 BOX 67, MCLEANSBORO, IL 62859	618/643-4142	618/643-2328		X		X		X			404-19-6652
GARY	WARREN	R.R. 4 BOX 137, WEST FRANKFORT, IL 62896	618/932-2794	618/932-3126			X	X		X			356-44-9483
DONNA	WEGER	1307 NORTH JACKSON, ROBINSON, IL 62454	618/544-8382						X	X			
SUSIE	WEIR	R.R. #3, BOX 299, CASEY, IL 62420	217/932-5401					X	X	X		X	
KENT	WHEELER	401 SOUTH COURT, GRAYVILLE, IL 62844	618/375-7409	618/375-5031					X	X			334-36-4067

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FIRST NA	LAST NAME	ADDRESS	HOME NE	SCHOOL PHONE	M	T	W	TH	F	PAID	NOT PAID	SIU CREDIT	SS
EMMETT	WHITACRE	RT. 5 BOX 97, MURPHYSBORO, IL 62966	618/689-1082	618/687-2336	X	X					X		328-40-7299
JOHN W.	WIDDOWS	PO BOX 86, ALTO PASS, IL 62905	618/893-4071		X	X	X			X			328-34-6272
GEORGE	WILKERSON	R.R. 3, BENTON, IL 62812	618/724-7269		X	X	X	X	X	X			
GARY	WILLIAMS	RT. 3 BOX 232A, JERSEYVILLE, IL 62052		618/729-3211			X			X			360-38-8679
LISA	WISNIEWSKI	BOX 125, RADOM, IL 62276	618/485-2106						X	X			356-68-2961
BONNIE	WRIGHT	1304 WILLOW DRIVE, ROBINSON, IL 62454	618/544-2480					X	X	X			
DONNA	YOUNG	418 GIRARD, METROPOLIS, IL 62960	618/524-8426	618/524-3440				X	X	X		X	402-54-6801
DONNA	YOUNGBLOOD	#6 DOUGLAS DRIVE, HERRIN, IL 62948	618/988-1032		X	X	X	X	X		X	X	538-46-7576
ROBINSON MID										X			

Ruth Smith Route 1 Box 69 618/893-2466 618/673-2154 Friday To be paid 338-74-3910

[illegible] -Diane Hutchins Rt 1 Box 71 Brighton, Il 62012 Pd check

[illegible] [illegible] SIC College Pd check (Steve Tietz)

JANIS - SISTER -

TECH PREP

Frankfort Community High School
June 15. and 16, 1992

Agenda

June 15, 1992	
8:00 AM to 8;30 AM	Coffee and Donuts
8:30 AM to 9:30 AM	Welcome, Greeting, and Introductions **Betty Musgraves**; Tech Prep Director **Mark Kern**; President, Rend Lake College **Barry Kohl**; Regional Superintendent of Schools, Franklin County **Carroll Turner**; Vocational Dean, Rend Lake College **Pat Sipes**, Instructor, Frankfort Community High School and John A LOGAN College
9:30 AM to 12;00	**Group Session**
12:00 to 1:00 PM	**Lunch, Cafeteria**
June 16, 1992	
1:00 to 3:30 PM	**Group Session**

LOOKING TO THE YEAR 2000

By Pat Sipes

It is a tough job to be a vocational high school teacher in the 1990's, especially when a teacher has to tell his students, "When you have completed 12 years of public education, you will need to complete at least two more years of post secondary education and receive an Associate Degree. This will enable you to be employed at a good job that pays enough so you can purchase a modest automobile, pay rent, or own a home or just have money to enjoy leisure times or travel".

Many of the employers in this area have told our high school graduates, "If you want employment with our company, you will need at least a two year Associate Degree". With the major employers making this statement, this has put me in the position of training students to enter a two year Junior college and not the job market.

Any Franklin County student successfully completing his freshman year in high school has the opportunity of entering the Electronics Program, and any student successful completing his sophomore year can enter the Principles of Technology program at Frankfort Community High School in West Frankfort, Illinois. I recommend my electronics students take the Principle of Technology program because most of the electronics works hand in hand with the fundamental laws of mechanical, fluid, electrical, and thermal system taught in the Principles of Technology program All of these opportunities are made possible through the Franklin County Regional Delivery System for Vocational Education and Tech Prep.

Barry Kohl, Franklin County Regional Superintendent of School; Harold Hood, Assistant Regional Superintendent of School; Joe Wilkerson, Director of Regional Delivery System; Betty Musgrave, Tech Prep Director; Dr. Ron Davis, Superintendent of Schools District 168; David Lee, Principal of Frankfort Community High School; and Linda Varis, Assistant Principal of Frankfort Community High School have been very supportive of me, the Electronics program, and Principles of Technology Programs. They have also been able to get State and Federal funding so we could purchase more equipment and instruments which enable the student to get more "hands on" projects.

Mrs. Varis, our Assistant Principal, recommended to our school board last year to have an early bird class and a late bird class for the 1991 and 92 school year. I teach Principles of Technology II from 7:25 AM to 8:10 AM. I have very few problems in students getting to class on time, and we have covered more materials than I expected too. The students come in fresh and ready to work. I feel by 9:30 AM we have done half a day's work. I have talked to other early bird teachers in my building, and they have told me they have covered more material in their early bird classes, too. My day is over at 2:48 PM, but I will stay over 2 or 3 days a week so that my students can complete their hands on projects.

In my class room I do not have a teacher desk or chair or students desks. I have 6 large tables set up in horseshoe shape, and chairs for the students. There is a portable podium and two portable marker boards at the open end of these tables. This is where I do all my lecturing and classroom demonstrations and this can be easily moved to any location in the room. This arrangement of tables helps me to keep the students on task when they are working on their "hands on" projects because I am on my feet walking around inside of the horseshoe arrangement of tables or around the outside for the complete period. I try to keep fifty percent of the course time focused on "hands on" projects. Most of my students have told me that they look forward to coming to class because of the hands on work. I have students coming in after school and during lunch hour to complete their projects.

The electronics program is a two and one half year program (Five 18 weeks, semesters). The Electronics II section is one semester (open to 10 - 12 th. grade with no prerequisite). Students that successfully complete Electronics II have an understanding of the law and theory of DC circuits and passive components. The student is proficient in the use of the DC Voltmeters, DC Ammeter, Ohmmeter, and Oscilloscope. These skills are accomplished through lecture, classroom demonstrations, and 22 laboratory projects.

After my students have completed Electronics II and if they decide to go on for the next two years, they will be learning Digital electronics during their junior year; and in their senior year, they will be learning about the INTEL 8085 Microprocessor which is used in a lot of today's computers. During these two years, the students are required to construct, troubleshoot and operate a homemade Intel 8085 microprocessor based system. I designed the system four years ago. In the past four years I have be able to redesign the 8085 system and pull down the total cost of the system to $80.00. It will cost these students $20.00 per semester to complete the computer. I have my students do two or three fund raising projects a year to pay for their computers. This same homemade computer can be used in the microprocessors course in the second year Electronics Program at John A Logan College or the third year microprocessors course in Electronics Technology Program, College of Technical Careers, Southern Illinois University at Carbondale, Illinois, or the microprocessors course in the fourth year in the Engineer Program, Southern Illinois University at Carbondale.

The Electronics III section is two semesters. (open to 11-12 th. grades, the prerequisite is Electronics II) I focused mainly on the uses of the DC Voltmeters, Ohmmeter, and Oscilloscope because when the students start Electronics III, they will need to develop some very good troubleshooting skills with these instruments since they will start construction of the programmer part of their homemade 8085 computers. They will have to use these instruments to find wiring errors in their programmers and to take measurements to see if their programmers and computers are working correctly. Students who successfully complete Electronics III have an understanding and the ability to analyze and work with problems and examples of numbering systems, (binary / octal / decimal and hexadecimal), Boolean Algebra, logic gates, pulse shaping circuits, and various timing circuits used in computers, microprocessors, and other digital systems. Studies of these circuits and system is accomplished through lecture, classroom demonstrations and 36 laboratory projects, using discrete circuits, IC's and hybrid circuits which are used in computer system today.

For the last three years Mr. David Lee, Principal of Frankfort Community High School has signed letter of permission for my juniors who have grade point average 3.25 or higher to go to John A Logan College during the summer semester and take a 6 credit Digital Course. I have estimated that 70% of the material covered in this summer course is covered in my junior year Electronics III course. I have had 9 students complete this course in the past three years and none of them made a grade lower that a B. This summer course is eight weeks long, four hours a night, four nights a week, Monday through Thursday from 6:00PM to 10:00PM. I feel after these students complete this summer course, they have a good feeling about college life; and most of them take some college night course during their senior year at high school. Five of my students in the past 3 years have taken John A Logan's first semester class in AC/DC Electronics course and passed with C or better.

The Advanced Electronics IV section is two semesters. (open to 12th grade, the prerequisite is Electronics III) Students that successfully complete Advanced Electronics IV are able to construct, troubleshoot and operate an Intel 8085 microprocessor based system. The construction and operation of the 8085 microprocessor is covered through lecture, classroom demonstrations and 43 laboratory projects. The student studies the entire instruction set of the 8085 microprocessor by writing, discussing, and operating simple programs.

The 8085 computer will have a hexadecimal keyboard for its input, a INTEL 8085 Microprocessor for its central processor unit (CPU), a 5 volt electric erase and write 2K EEPROM, a 2K RAM, control bus lines, 16 address bus lines, and 8 data bus lines. Two output ports with eight LED's each for indictors, one input port, and a 5 volt, 1 amp power supply are supplied for each student. Some students earn extra money so that they can build their own 5 volt power supply and inport / outports.

I require my students to connect their computers to some of the Principle of Technology labs and projects. As they complete these projects, they see how computers are integrated with robots and industrial control.

At this time I have two seniors, Matt Bejmovicz and Charles Bates, who are interfacing their homemade computers with a homemade robot which they made in Principle of Technology II and took to the Mt. Vernon conference in October 25, 1991. Matt Bejmovicz and Charles Bates are also writing a program to run a small traffic light control center with left turn inputs. This should prove to be a challenge to these two seniors. Junior, Jason Moore and senior, Ray Blackshare are interfacing their computer with a SP0256-AL2 Voice Synthesis chip supplied by Radio Shack. Seniors, Josh Spencer, Brian Colonne, and Chris Whobrey are interfacing their computer with a National Semiconductor DT 1050 Digitalker chip. Scott Panky is interfacing his computer with a LED TV screen.

Senior Scott Panky and Chris Whobrey have completed 17 semester hours at John A Logan College. The courses they took and passed are DC/AC Fundamentals ELT 100, 8 credits; Electronic Devices and Instrumentation ELT 101, 3 credits; and Digital Electronics ELT 111, 6 credits. Ray Blachshare has completed Digital Electronics ELT 111, 6 credits. Scott Panky, Chris Whobrey, and Josh Spencer are presently enroll in English 101, 3 credits at John A Logan College.

Frankfort Community High School has an articulation agreement with John A Logan College and Rend Lake College in Digital Electronics. The reason we have an agreements with both college is because students from the north half of Franklin County are in Rend Lake District and student in the south half are in John A Logan district. In both agreements, the colleges said students from Frankfort Community High School Electronics and Principles of Technology program would be eligible to take proficiency exams for electronics and applied physics classes, and they would be ensured enrollment into the electronics program or computer integrated manufacturing program.

I started at Frankfort Community High School in 1983 - 84 school year, in a very small room and with very little equipment. Now I have two Large rooms and a fair amount of equipment. But I can see by the year 2000, I am going to need even more equipment, instruments and computers to keep up with what industry is requiring students to know and work with. John A Logan College and Rend Lake College both have said the better prepared our students are with the uses of test instruments and computers, the better they will do in colleges class. This is where Principles of Technology students have an advantage in college electronics and physics classes.

Principles of Technology is based on the Unified Technical Concepts (UTC) curriculum developed by the Center for Occupational Research and Development (CORD) and Agency for Instruction Technology (AIT). After students have successfully complete Principles of Technology, they can use and understand the use of a large variety of test instruments: DC/AC Voltmeters, DC/AC Ammeter, Ohmmeter, Oscilloscope, spring balance scales, meter stick, yard stick, torque wrench, protractor, pressure gage, hydrometer, mercury or water manometer, vacuum gage, Celsius and Fahrenheit thermometer, thermocouple, gas-flow rate with an Orifice, Laser and Watt-Hour meter.

.June, 1965, I received an Associate Degree in Technology, with a major in Electronics Technology, at the Vocational Technical Institute, Southern Illinois University at Carbondale, Illinois. I worked in the real world of work from 1965 to 1981, and then I started the full time business of education. From 1965 to 1981, I was never unemployed and I tell all my students the reason I was always able to find good employment was due to the Associate Degree.

It is a fact that students today are going to need an Associate Degree. I feel Frankfort Community High School is doing the the best possible job, with the funds available.

TECH PREP

APPLIED ACADEMICS WORKSHOP
PRINCIPLES OF TECHNOLOGY
JUNE 15, 1992

Name	Address	School/Agency	SOC. #	Position
Lee Poston	600 E Cindy Carbondale	Shawnee Comm College	340-26-5144	Tech Prep Coordinator
Jean Ellen Boyd	Rt 1 Box 128 Pulaski Il	Shawnee Comm College	351-50-5690	Asst to Inst. Dean
Nancy Nelson	Rt 1 Box 283 West Salem Il	Edwards County H.S	351-46-0813	Teacher - Busn.
Peg Meystedt	1418 JEFFERSON CAPE GIRARDEAU, MO	SHAWNEE H S	499-48-4774	GEN PHY SCIENCE
JOE FRICK	R.R.4, BOX 205 WEST FRANKFORT, IL.	BENTON	356-44-8457	TEACHER
Alex Ringer	902 County Road Pinckneyville	PINCKNEYVILLE HIGH	337-30-4175	Teacher
Charlotte Leal	Box 740 Tunnel Hill, Il	Goreville Comm unit #1	337-66-0374	teacher
Jeff Miller	Rt 1 box 70 DeSoto, IL	Z-R HS	508-88-9958	sci/math teacher
Carlene Dakin	Rt 1-Bx 2235 Mounds IL	Meridian	338-32-4771	Tchr - Eng
Dean Skambraks	15 Magnolia Dr Centralia, Il 62801	Centralia High	327-32-7002	IND EDUC INSTRUCTOR

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APPLIED ACADEMICS WORKSHOP
PRINCIPLES OF TECHNOLOGY
JUNE 15, 1992

Name	Address	School/Agency	SOC. #	Position
John W. Waddum	P.O. Box 86 Alto Pass, Il	Shawnee Dist 84	328-34-6272	teacher Physics Computers
PARKS, STUART	1704 GRAND	ZEIGLER-ROYALTON	331660688	PT
DARBY RYAN	RT. 1 BOX 132 KARNAK, IL	MASSAC CO. H.S.	336-40-3529	VOC-ED
LARRY [illegible]	RT 8 MT VERNON	BENTON HS	326-38-2257	MATH
Larry Swope	RR 1 Box 12	Carbondale H.S.	322-32-9335	Voc. ED.
Sally J. [illegible]	Rt 1 Box 4 Buncombe, IL	Goreville H.S.	321-50-6530	Science/Eng
Floyd Koehler	Box 1303 Vienna	Goreville H.S.	335-40-2164	Science
Jean Chamness	RR 1 Box 65A	Trico HS	321-50-7056	Math
Jesse Joiner	#9 Juanita	[illegible]	35[illegible]-40-[illegible]278	TEACHER
Salah Shaki	RR # 2	[illegible]	352-68-4685	Director
Donna Youngblood	6 Douglas Dr Herrin	Herrin H.S.	538-46-7576	teacher
Jim [illegible]	Box 520	[illegible]		Dir.

TECH PREP

APPLIED ACADEMICS WORKSHOP
PRINCIPLES OF TECHNOLOGY
JUNE 15, 1992

Name	Address	School/Agency	SOC. #	Position
Sandy Barkre	P.O. Box 520	EWWW	356-38-4932	Spec Pop Coord.
Tom R. Ghokon	Carmi-white Co. H.S.,	800W. Main Carmi, Il	318-36-7517	Counselor
Sharon Resch	PO Box 383 Dongola	Shawnee C.C.	340-40- 8985	Teacher
Linda Wigge	2717 Peach Tree Cape Girardeau, MO63701	SEMO State	488-42-2238	Teacher
Sean Gamass	104 W 6th St #B Mt Carmel Il	Wabash CUSD348	349-54-0841	teacher
George Wilkerson	R.R.3 Benton	Christopher H.S.	349-62-6543	Teacher
Carole Jorgensen	PO Box 321 Elkville	Elverado H.S.	326-38-2452	Teach
Carolyn L. Peters	407 W. 3rd St Mt Carmel	Mt Carmel High School	351-34-3016	Teacher
Brad Buchanan	741 Bridgeport	Mt. Carmel H.S.	316-64-1078	Teacher
E. Dan C[illegible]	R.R. [illegible] Box 454 Mt [illegible] Il	Mt Carmel H.S.	358-40-7665	[illegible]
*Carolyn Hale	300 Lauderil Lane	Shawnee College	406-60-3992	Leader

TECH PREP

APPLIED ACADEMICS WORKSHOP
PRINCIPLES OF TECHNOLOGY
JUNE 15, 1992

Name	Address	School/Agency	SOC. #	Position
JAMES HILL	2413 [illegible] ELDORADO IL	ELDORADO HIGH	341257891	VOC DIR
Dick WALTON	RR1 MtVernon	MtV. H.S.	348348006	PT, Voc. Teach.
KEN MEADOWS	RT 1 MOUNDS	MERIDIAN	334-46-9927	MATH
Wayne Cherry	Rt.2 Box232 Mt.Vernon	Benton High	351-46-4183	Physics/Chem. Teacher
Bob Huntley	P.O. Box 93 Cisne, IL	Cisne H.S.	361-64-2918	Ag Ed.
Richard Drefenbach	Rt 2 Box 462	Cobden H.S.	328-34-5386	Physics/Chem Teacher
Mary Reed	RR2 Box 367	Terre Haute In Hutsonville H.S.	212-52-4768	Science teacher
Ken Feather	Box 453 Wayne City,	Cisne High	334-46-7914	Tech Teacher
Dianna Mayberry	P.O Box1094 Sesser, Ill 62884	Sesser-Valier	335-44-2318	science math teacher
TED HOCM	COLLEGE RD ULLIN, IL 62992	SHAWNEE CC	466-72-3509	BOT CHAIR

16

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TECH PREP

TECH PREP : Applied Academics
Principles of Technology

June 15, 1992, 8:30 A.M. - 3:30 P.M.
West Frankfort High School
Principles of Technology Lab

Evaluation Form

Using the scale below please circle the appropriate rating that best describes your opinion of the program.

5 = Excellent 4 = Good 3 = Average **2 = Average** 1 = Poor

Teaching Area: ____________________

1.) What is your overall perception of this workshop?

5 4 3 2 1

2.) The organization of content and learning activites was:

5 4 3 2 1

3.) The instructional materials, handouts, visual aids and sound were:

5 4 3 2 1

4.) The effectiveness of the presenters were:

5 4 3 2 1

5.) The relevancy of subject matter for my work was:

5 4 3 2 1

6.) The match of my expectations with the actual workshop experience was:

5 4 3 2 1

7.) Please take this opportunity to make any open comments on today's presenters: (Use back of sheet if needed)

[illegible] Principles of Technology Instructor)

[illegible] demonstrations

8.) I would like to attend another Principles of Technology Workshop with more lab exercises and training with the equipment if offered before school begins.
Yes ☐ No ☐ **Suggested dates:** ______________

9.) Other suggestions to improve the workshop:

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TECH PREP
JUNE 15 & 16 1992
RLC
EVALUATION FORM

7.) PLEASE TAKE THIS OPPORTUNITY TO MAKE ANY OPEN COMMENTS ON TODAY'S PRESENTERS:

PAT SIPES: Knows his stuff/

DR. LENO PEDROTTI: Good work-Dedicated students/

9.) OTHER SUGGESTIONS TO IMPROVE THE WORKSHOP:

Better sound, large group sessions were held in library where hearing was difficult./Need to relate lab experiments with practical real life and examples of how to use them./The idea of each session being headed by students made this a much better workshop since we could see it from their point of view. Thanks for this approach.

TECH PREP

APPLIED MATHEMATICS I, II
AND PRINCIPLES OF TECHNOLOGY WORKSHOP

CO-SPONSORED BY: Reg. VI Regional Vocational Systems, Illinois State Board of Education Connections Project
with Illinois State University And Department of Vocational Education Studies
at Southern Illinois University DAVTE Project.
Coordinated by Franklin County Regional Delivery System TECH PREP Director: Betty Musgrave

Tuesday, June 16, 1992
8:30 A.M. - 3:30 P.M.
REND LAKE COLLEGE THEATRE

8:00	Registration, Coffee and refreshments	
8:30	Welcome, Greetings and Introductions from: **Mark Kern, President, Rend Lake College; Barry Kohl, Reg. Supt., Franklin County; Carroll Turner, Vocational Dean, Rend Lake College and Betty Musgrave, TECH PREP Director, Franklin County Reg. Del. System**	
8:40 - 10:30	KEYNOTE SPEAKER FOR Opening Session: **Dr. Leno Pedrotti, Ph.D., Senior Vice President** **Center for Occupational Research and Development, WACO, TX**	
10:30 - 10:45	Break	
10:45 - 11:30	Session I: Previewing Applied Materials	
11:30 - 12:20	Lunch in the Student Center Private Dining Room **"Brief Overview of Model for Correlating State Goals for Learning, Local Objectives and Applied Academics," Betty Musgrave**	
12:20 - 12:30	**Applied Math I and II: Move to Academic Building, Room 103 and Room 109** **Principles of Technology participants will move to West Frankfort High School Principles of Technology Lab**	
12:30 - 1:50	Sessions II: Small Groups	
	Academic Bldg., Rm 103	Group A, (BLUE folder & Blue Dot on Name Tag) **Steve Strickland, Facilitator** **Wayne City High School** **Applied Mathematics I**
	Academic Bldg., Rm 109	Group B, (RED folder & Red Dot on Name Tag) **Dick Stritzel, Facilitator** **West Frankfort High School** **Applied Mathematics II**
1:50 - 2:10	Break	
2:10 - 3:25	Sessions III Switch Rooms and go to opposite small group Session	
	Academic Bldg., Rm. 103	Group B. Applied Mathematics I
	Academic Bldg., Rm. 109	Group A. Applied Mathematics II
3:25 - 3:30	Evaluations and Wrap-up	

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TECH PREP

APPLIED MATHEMATICS I & II WORKSHOP
Tuesday, June 16, 1992
Academic Building Rm. 109
Rend Lake College

Session II: Applied Mathematics II
Facilitator: Dick Stritzel, West Frankfort High School

12:30 - 1:50 Group B (Red)

Unit 17	Activity 1: Locating ordered pairs on Cortesian Coordinate plane.
Unit 18	Activity 1: Price and size of piazza p. 28
Unit 19	Working with Statistics Standard Deviation
Unit 20	Probabilities "Chance of Winning the Illinois Lotto"
Unit 21	Activity 3 Right Triangle relationships
Unit 22	Activity Graphing Trigometric functions
Unit 23	Activity Factoring using polynomial and Math tiles
1:50 - 2:10	**Break**

Session III: Applied Mathematics I (Repeated as above)

2:10 - 3:25 **Group A (Blue)**

3:25 - 3:30 **Evaluations and Wrap-up**

TECH PREP

APPLIED MATHEMATICS I & II WORKSHOP

Tuesday, June 16, 1992
Academic Building, Rm. 103
Rend Lake College

Session II: Applied Mathemathics I
Facilitator: Steve Strickland, Wayne City High School

12:30 - 1:50	Group A (BLUE)
Unit B	Naming numbers in different ways; calculating free throws
Unit 1	Learning Problem Solving Techniques Activity 1: replacing damaged flooring
Unit 4	Using graphs, charts and tables Activity 2: a) comparing breaking cereals, compare cereals & graphing
Unit 5	Activity 1 Dealing with Data Refinishing classroom walls
Unit 7	Working with shapes in two dimensions Cross Sectional area of air ducts Page 22
Unit 11	Using Sign Numbers and vectors Activity 1: Comparing pulse rates
1:50 - 2:10	Break

Session III: Applied Mathematics I (Repeated as above)

2:10 - 3:25	Group B (RED)
3:25 - 3:30	Evaluations and Wrap up

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TECH PREP AND APPLIED ACADEMICS

— A WINNING COMBINATION —

Presentation for

Illinois Region VI Tech Prep
(Applied Mathematics/Principles of Technology Workshop)

Rend Lake College
Southern Illinois

June 16, 1992
(8:40-10:30 AM)

Leno S. Pedrotti
Emeritus Professor of Physics
Senior Vice President
Center for Occupational Research and Development
P. O. Box 21689, Waco, Texas 76702-1689
800/231-3015 817/772-8756

THE IMPETUS FOR TECH-PREP EDUCATION

PUBLIC LAW 101-392: CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT AMENDMENTS OF 1990

...Tech-prep Education will provide technical education beyond high school and combine occupational and academic learning so that students will have the capacity to grow and change in the workplace...

Sec. 347.(3)

"For purposes of this part:

"(1) The term "articulation agreement" means a commitment to a program designed to provide students with a nonduplicative sequence of progressive achievement leading to competencies in a tech-prep education program.

"(3) The term "tech-prep education program" means a combined secondary and postsecondary program which–

- "(A) leads to an associate degree or 2-year certificate;
- "(B) provides technical preparation in at least 1 field of engineering technology, applied science, or mechanical, industrial, or practical art or trade, or agriculture, health, or business;
- "(C) builds student competence in mathematics, science, and communications (including through applied academics) through a sequential course of study; and
- "(D) leads to placement in employment."

"DRAWING BOARD" FOR A TECH-PREP PROGRAM

FIELD OF SPECIALIZATION________________________

	HIGH SCHOOL				POSTSECONDARY			
SUBJECT	Freshman	Sophomore	Junior	Senior	Freshman A	Freshman B	Sophomore A	Sophomore B
MATH								
ENGLISH								
SCIENCE								
COMPUTERS								
HUMANITIES								
OTHER								
OTHER								
TECHNICAL CORE								
TECHNICAL CORE								
TECHNICAL SPECIALTY								
TECHNICAL SPECIALTY								

THE NEED FOR APPLIED ACADEMICS

"Today, the advent of rapidly changing technologies, both at home and abroad, clearly signals the need for an educational system that combines the best in vocational and academic learning—that is, teaching academic foundation courses in a vocational setting. Such a strategy is generally referred to as applied academics."

From Tech Prep Associate Degree: A Win/Win Experience by D. Hull and D. Parnell

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ADVANCED TECHNOLOGY— IT'S HERE TO STAY

● ● ● ● ● ● ● ● ● ● ● ● ●

"THERE WILL BE MORE TECHNOLOGICAL CHANGE IN THE NEXT 10 TO 20 YEARS THAN HAS HAPPENED IN ALL OF HISTORY"

Bruce Merrifield, Asst. Secy. of Commerce
US News & World Report; Jan 16, 1984

● ● ● ● ● ● ● ● ● ● ● ● ●

- WHAT'S TODAY'S TECHNOLOGY LIKE?
- WHAT WAS IT LIKE IN 1960?
- WHAT WILL IT BE LIKE IN 2015?

● ● ● ● ● ● ● ● ● ● ● ● ●

- WHAT ARE OUR RESPONSIBILITIES AS EDUCATORS?

CORD

A-224

OPPORTUNITIES FOR CAREERS IN TECHNOLOGY

- COMPUTERS
- TELECOMMUNICATIONS
- HEALTH OCCUPATIONS
- COMPUTER-AIDED DESIGN
- ROBOTICS/AUTOMATED MANUFACTURING
- MARKETING
- INTELLIGENT BUILDINGS
- INSTRUMENTATION AND CONTROL
- LASERS
- BIOTECHNOLOGY
- AGRIBUSINESS
- HAZARDOUS MATERIALS MANAGEMENT
- MATERIALS TECHNOLOGY
- SEMICONDUCTOR MANUFACTURING

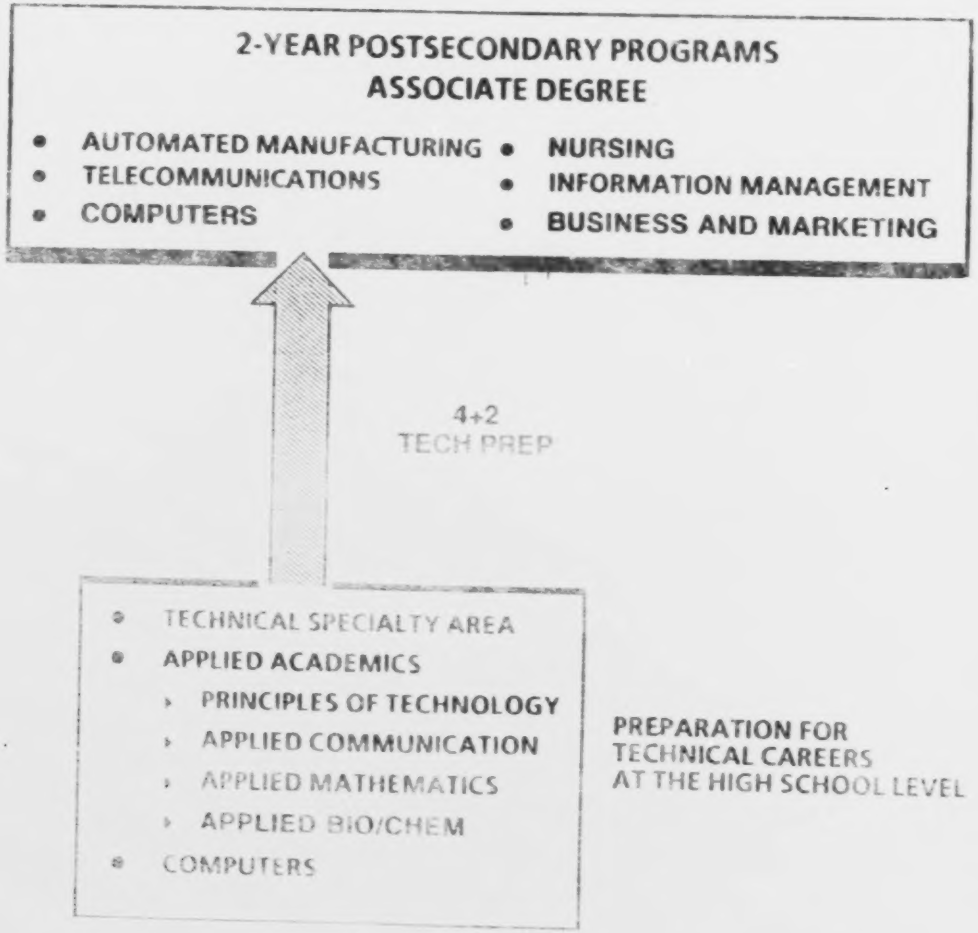
ADVANCED TECHNOLOGY OCCUPATIONS REQUIRE

- *SYSTEMS ORIENTATION*
- *COMBINATION OF SKILLS—INTERDISCIPLINARY*
  - ELECTRICAL
  - MECHANICAL
  - FLUID
  - THERMAL
  - OPTICAL
  - MICROCOMPUTERS
- *STRONG TECHNICAL BASE*

  CAPABLE OF LEARNING NEW SPECIALTIES AS THE TECHNOLOGY CHANGES
- *INTERPERSONAL / COMMUNICATION SKILLS*

APPLIED ACADEMICS FOR CAREER-ORIENTED STUDENTS IN A TECH-PREP PROGRAM

- LAYS A FOUNDATION IN MATH, SCIENCE, AND COMMUNICATIONS FOR SMOOTH ENTRY INTO POSTSECONDARY PROGRAMS
- COMBINES ATTRIBUTES OF BOTH HEAD/HAND SKILLS IN BASIC COURSES AT HIGH SCHOOL LEVEL
- DOES NOT CLOSE DOORS FOR ENTRY INTO 4-YEAR COLLEGE PROGRAMS



2-YEAR POSTSECONDARY PROGRAMS
ASSOCIATE DEGREE

- AUTOMATED MANUFACTURING
- TELECOMMUNICATIONS
- COMPUTERS
- NURSING
- INFORMATION MANAGEMENT
- BUSINESS AND MARKETING

4+2
TECH PREP

- TECHNICAL SPECIALTY AREA
- APPLIED ACADEMICS
  - PRINCIPLES OF TECHNOLOGY
  - APPLIED COMMUNICATION
  - APPLIED MATHEMATICS
  - APPLIED BIO/CHEM
- COMPUTERS

PREPARATION FOR
TECHNICAL CAREERS
AT THE HIGH SCHOOL LEVEL

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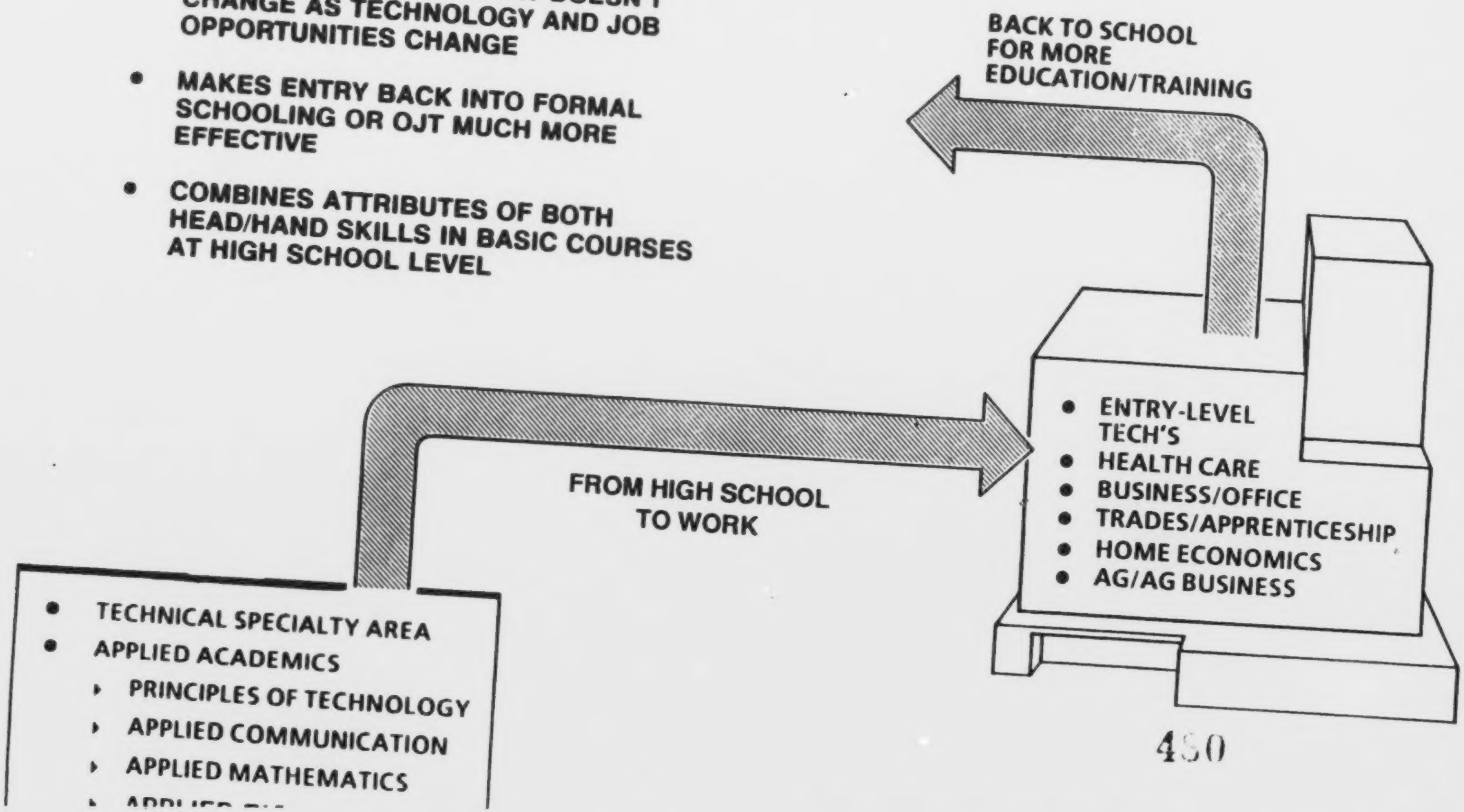
APPLIED ACADEMICS SERVES STUDENTS HEADING FROM HIGH SCHOOL TO WORK

- LAYS A FOUNDATION THAT DOESN'T CHANGE AS TECHNOLOGY AND JOB OPPORTUNITIES CHANGE
- MAKES ENTRY BACK INTO FORMAL SCHOOLING OR OJT MUCH MORE EFFECTIVE
- COMBINES ATTRIBUTES OF BOTH HEAD/HAND SKILLS IN BASIC COURSES AT HIGH SCHOOL LEVEL



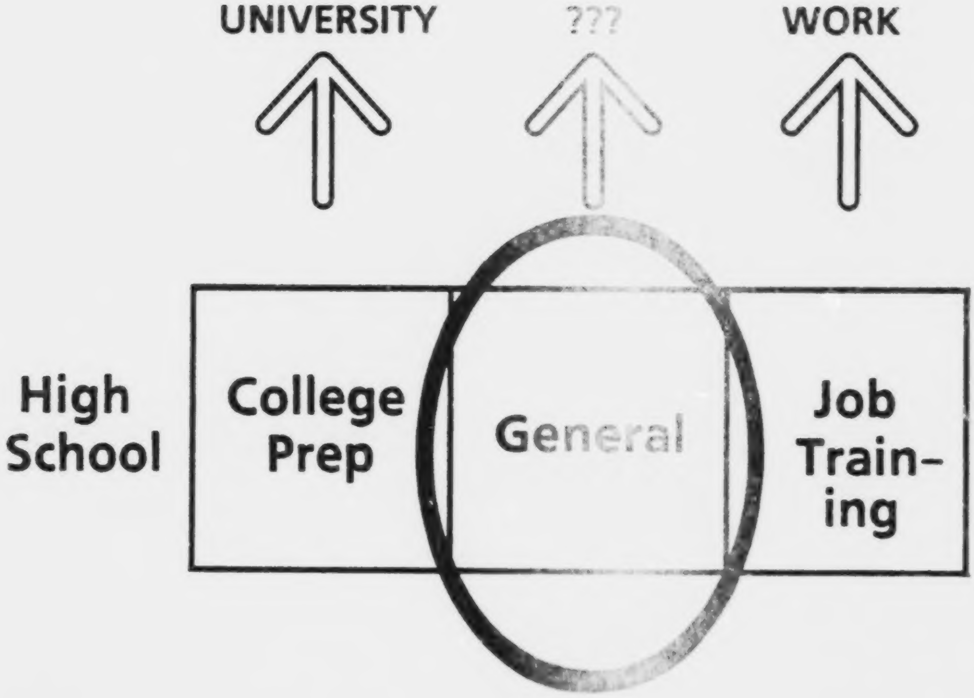
BACK TO SCHOOL
FOR MORE
EDUCATION/TRAINING

FROM HIGH SCHOOL
TO WORK

- ENTRY-LEVEL TECH'S
- HEALTH CARE
- BUSINESS/OFFICE
- TRADES/APPRENTICESHIP
- HOME ECONOMICS
- AG/AG BUSINESS

- TECHNICAL SPECIALTY AREA
- APPLIED ACADEMICS
  - PRINCIPLES OF TECHNOLOGY
  - APPLIED COMMUNICATION
  - APPLIED MATHEMATICS
  - APPLIED

WHO'S THE TARGET POPULATION FOR 4 + 2 ARTICULATION?



UNIVERSITY

???

WORK

High School

College Prep

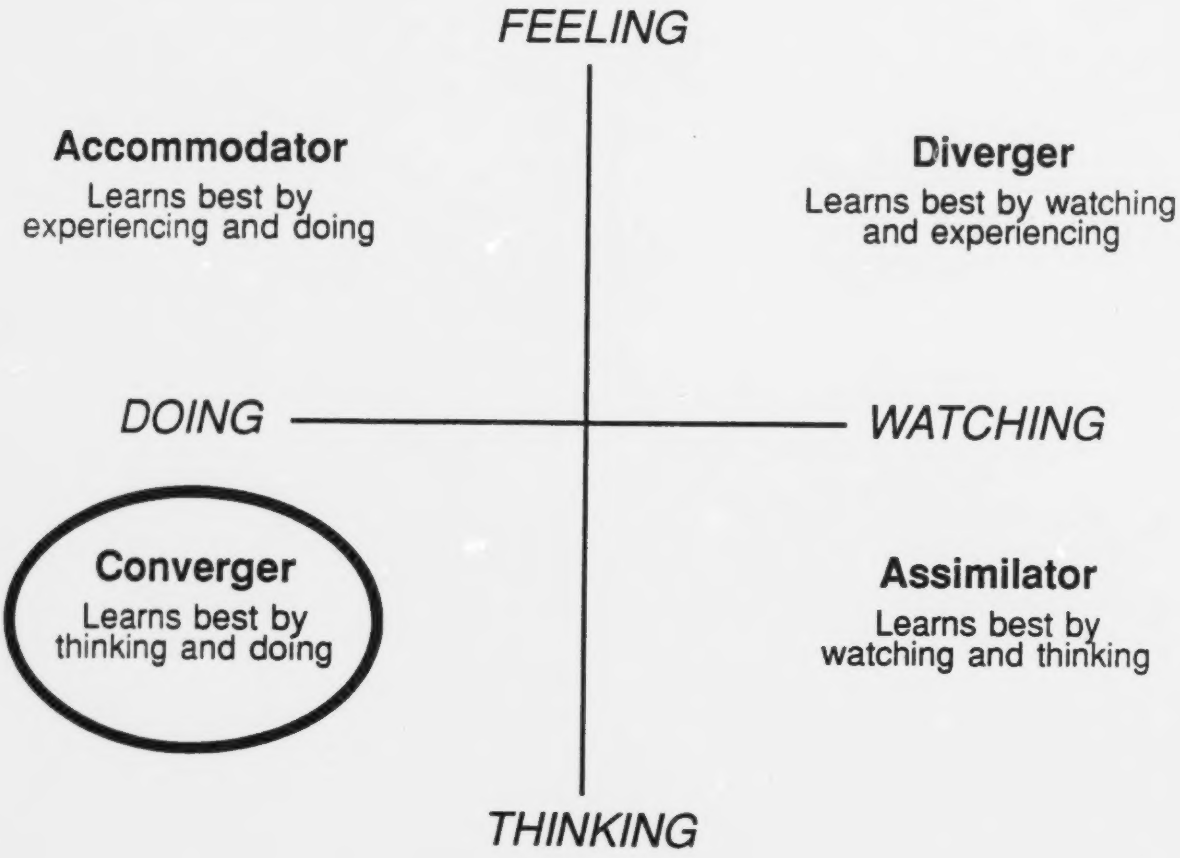
General

Job Training

F45b

Learning Styles

D.A. Kolb
MIT School of Management



Experiential Learners

FEELING

Accommodator
Learns best by
experiencing and doing

Diverger
Learns best by watching
and experiencing

DOING

WATCHING

Converger
Learns best by
thinking and doing

Assimilator
Learns best by
watching and thinking

THINKING

Analytical Learners

NATIONAL GOALS IN EDUCATION

- INCREASE LEVELS OF INVOLVEMENT AND ACHIEVEMENT OF HIGH SCHOOL STUDENTS IN MATH AND SCIENCE

- INCREASE NUMBER AND QUALITY OF TECHNICIANS FOR WORK IN TOMORROW'S ADVANCED TECHNOLOGIES

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DILEMMA

IF REQUIREMENTS FOR MATH AND SCIENCE ARE TO BE INCREASED FOR HIGH SCHOOL STUDENTS,

AND

IF STUDENTS ARE TO MEET THOSE REQUIREMENTS BY ENROLLING IN CURRENTLY AVAILABLE MATH AND SCIENCE COURSES, THEN WE RISK:

- FAILURE OF STUDENTS IN LARGE NUMBERS
- LOSS OF MANY MATH/SCIENCE TEACHERS

A REASONABLE SOLUTION

DEVELOP ALTERNATIVE COURSES IN MATH AND SCIENCE—SUCH AS PRINCIPLES OF TECHNOLOGY—THAT ADDRESS NEEDS OF DIFFERENT LEARNERS AND GUARANTEE REASONABLE ODDS OF STUDENT SUCCESS.

A161

FOUNDATIONS IN APPLIED ACADEMICS

- PRINCIPLES OF TECHNOLOGY (APPLIED PHYSICS)
- APPLIED COMMUNICATION
- APPLIED MATHEMATICS
- APPLIED BIOLOGY / CHEMISTRY

EACH COURSE MUST ADHERE TO THE FOLLOWING GUIDELINES

- BE DOABLE BY STUDENTS IN THE MID 50% OF HIGH SCHOOL POPULATIONS
- FOCUS ON PROBLEM SOLVING
- BE PRACTICAL AND RELEVANT
- EMPHASIZE ASSOCIATED HANDS-ON LEARNING
- RETAIN INTEGRITY OF COURSE CONTENT

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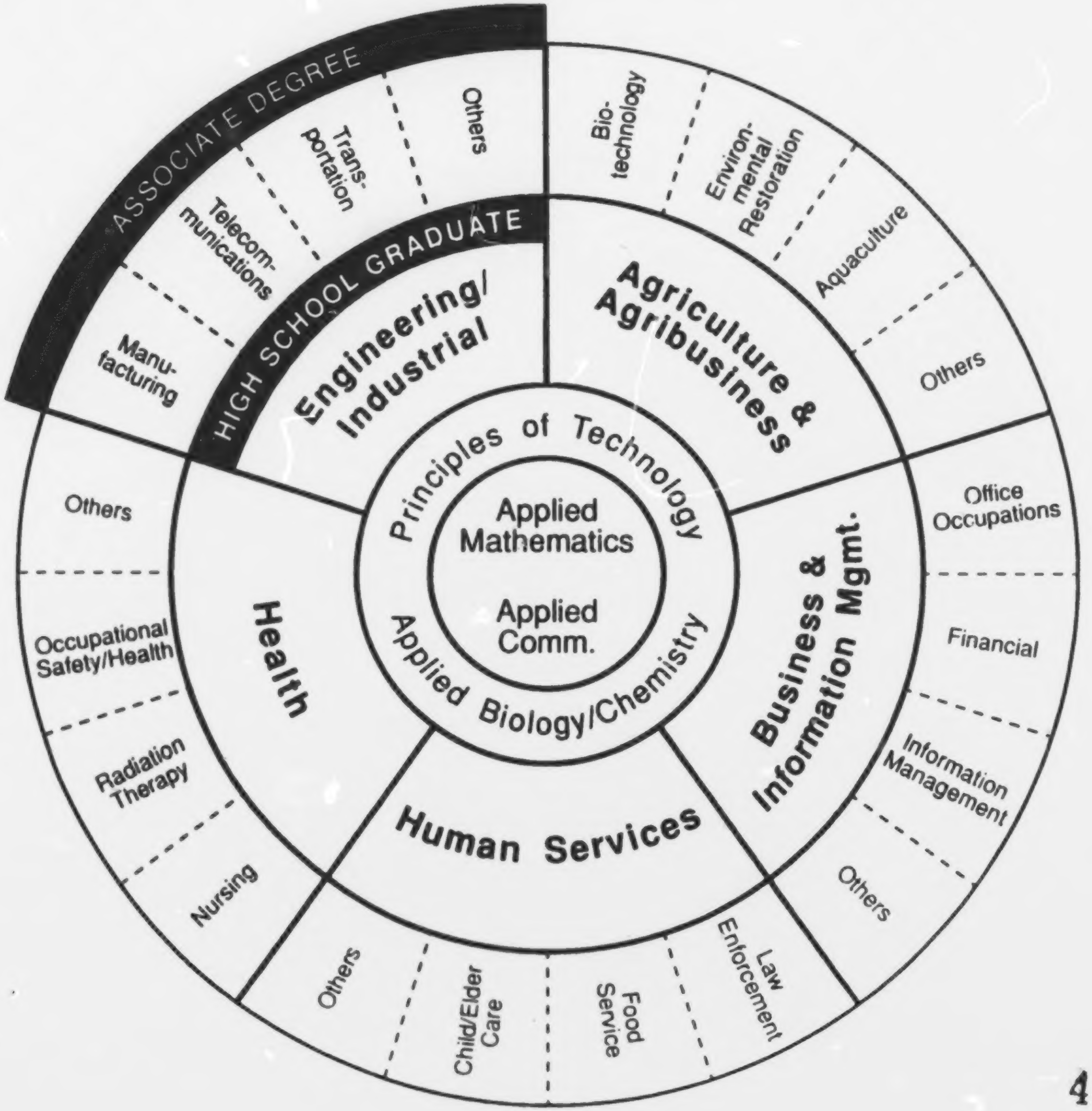
ADVANCED SKILLS THROUGH TECH PREP



ASSOCIATE DEGREE

HIGH SCHOOL GRADUATE

Applied Mathematics

Applied Comm.

Principles of Technology

Applied Biology/Chemistry

Engineering/ Industrial
- Manufacturing
- Telecommunications
- Transportation
- Others

Agriculture & Agribusiness
- Biotechnology
- Environmental Restoration
- Aquaculture
- Others

Business & Information Mgmt.
- Office Occupations
- Financial
- Information Management
- Others

Human Services
- Law Enforcement
- Food Service
- Child/Elder Care
- Others

Health
- Nursing
- Radiation Therapy
- Occupational Safety/Health
- Others

PRINCIPLES OF TECHNOLOGY IS

- AN APPLIED SCIENCE (PHYSICS) COURSE THAT TARGETS THE MID 50% OF HIGH SCHOOL STUDENTS AND ADULTS IN RETRAINING PROGRAMS

- AN INTEGRATED INSTRUCTIONAL PACKAGE THAT INCLUDES VIDEO, (2.2m) PRINT AND LABORATORIES

- BASED ON THE APPLICATION OF PRINCIPLES IN MECHANICAL, FLUID, ELECTRICAL AND THERMAL SYSTEMS-- AND ON AN EMPHASIS OF THE ANALOGIES BETWEEN THESE SYSTEMS

- HEAVILY LABORATORY ORIENTED WITH HALF OF THE COURSE CONCENTRATING ON PROBLEM-SOLVING MATH LABS AND HANDS-ON HARDWARE LABS

PRINCIPLES OF TECHNOLOGY

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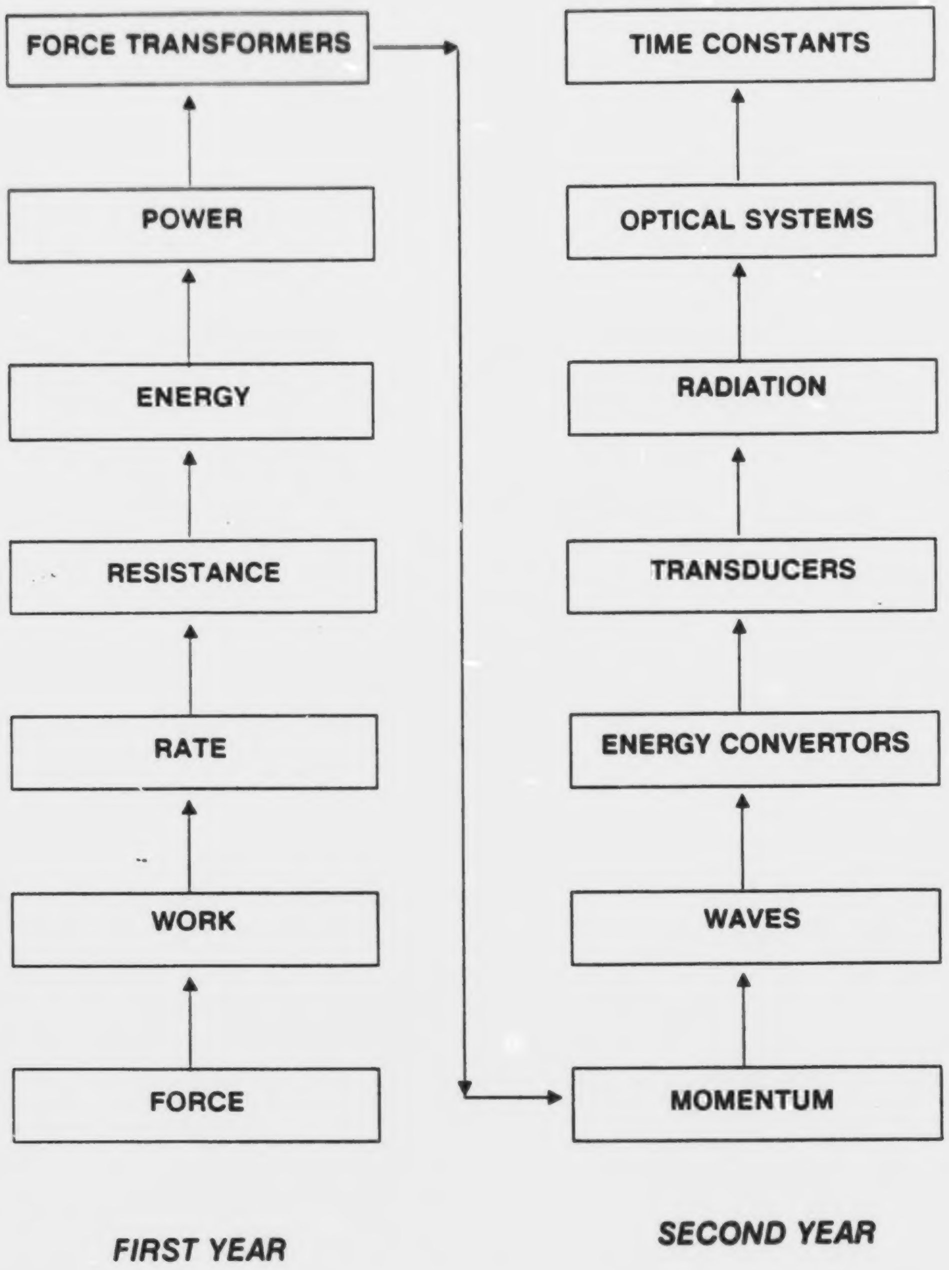
PRINCIPLES OF TECHNOLOGY
(UNITS 1—14)


FORCE TRANSFORMERS
POWER
ENERGY
RESISTANCE
RATE
WORK
FORCE
TIME CONSTANTS
OPTICAL SYSTEMS
RADIATION
TRANSDUCERS
ENERGY CONVERTORS
WAVES
MOMENTUM
FIRST YEAR
SECOND YEAR

C-115A

PRINCIPLES OF TECHNOLOGY
FOR INFORMATION CALL: 1-800-231-3015

WHAT'S IN A SINGLE UNIT OF PRINCIPLES OF TECHNOLOGY

- VIDEO (ABOUT 50 MINUTES IN 6 PIECES)
- LEARNING OBJECTIVES FOR OVERALL UNIT AND EACH OF FOUR SUBUNITS
- UNIT CONCEPT EXPLAINED/APPLIED IN EACH OF FOUR SUBUNITS
  - — MECHANICAL
  - — FLUID
  - — ELECTRICAL
  - — THERMAL
- 4 CLASSROOM DEMONSTRATIONS TO MAKE CLASSROOM LEARNING MORE MEANINGFUL
- 4 MATH PRACTICE LABORATORIES TO IMPROVE MATH SKILLS
- 8 HANDS-ON PHYSICS LABORATORIES THAT ADDRESS PRACTICAL USE OF WORKFORCE EQUIPMENT IN REALISTIC APPLICATIONS
- END-OF-UNIT STUDENT EXERCISES

C199

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PRINCIPLES OF TECHNOLOGY

ORGANIZATION OF COURSE MATERIAL

TECHNICAL CONCEPT	Subunit 1 MECHANICAL SYSTEMS	Subunit 2 FLUID SYSTEMS	Subunit 3 ELECTRICAL SYSTEMS	Subunit 4 THERMAL SYSTEMS
UNIT I (FORCE)	• Video • Principles • Math Lab • Hands-on Labs	•••{same}•••	•••{ }••••	•••{ }•••
UNIT II (WORK)	• Video • Principles • Math Lab • Hands-on Labs	•••{ }•••	•••{ }••••	•••{ }•••
	⋮	⋮	⋮	⋮

THE BIG PICTURE

(OVERCOMING "COMPARTMENTALIZATION")

<table>
<tr><th>CONCEPT</th><th colspan="4">UNIFYING ANALOGY</th></tr>
<tr><td rowspan="3">FORCE</td><td colspan="4">A "FORCE" CAUSES "SOMETHING" TO MOVE</td></tr>
<tr><td>MECHANICAL</td><td>FLUID</td><td>ELECTRICAL</td><td>THERMAL</td></tr>
<tr><td>PUSH/PULL (F)
TWIST (τ)</td><td>PRESSURE DIFFERENCE (ΔP)</td><td>VOLTAGE DIFFERENCE (ΔV)</td><td>TEMPERATURE DIFFERENCE (ΔT)</td></tr>
<tr><td rowspan="3">RATE</td><td colspan="4">RATE EQUALS A "DISPLACEMENT" DIVIDED BY TIME</td></tr>
<tr><td>MECHANICAL</td><td>FLUID</td><td>ELECTRICAL</td><td>THERMAL</td></tr>
<tr><td>$V = \frac{\text{DISTANCE}}{\text{TIME}}$
$\omega = \frac{\text{ANGULAR DISPL.}}{\text{TIME}}$</td><td>$Q_F$ = VOLUME/TIME
Q_F = MASS/TIME</td><td>$Q_E = I = \frac{\text{CHARGE}}{\text{TIME}}$</td><td>$Q_H = \frac{\text{HEAT ENERGY}}{\text{TIME}}$</td></tr>
<tr><td rowspan="3">RESISTANCE</td><td colspan="4">RESISTANCE EQUALS "FORCE" DIVIDED BY RATE</td></tr>
<tr><td>MECHANICAL</td><td>FLUID</td><td>ELECTRICAL</td><td>THERMAL</td></tr>
<tr><td>$R = \frac{F}{V}$</td><td>$R = \frac{\Delta P}{Q_F}$</td><td>$R = \frac{\Delta V}{I}$</td><td>$R = \frac{\Delta T}{Q_H}$</td></tr>
</table>

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PRINCIPLES OF TECHNOLOGY
PARTIAL LABORATORY EQUIPMENT LIST

* MECHANICAL *

PULLEY SETS
WINCH ASSEMBLY
CONVEYOR ASSEMBLY
STROBOSCOPE
FRICTION PLATE ASSEMBLY
SPRING TEST ASSEMBLY
FLYWHEEL ASSEMBLY
GEAR SET
BELT DRIVE ASSEMBLY
IMPULSE MEASUREMENT ASSEMBLY
MOMENT OF INERTIA ASSEMBLY
LOAD CELL ASSEMBLY

* FLUID *

VACUUM/PRESS. HAND PUMP
PRESSURE GAGES
PNEUMATIC CYLINDER SET
WATER PUMP SET
AIR STORAGE TANK
PRESSURE REGULATOR
LIQUID/GAS FLOW ORIFICE ASSEMBLY
AIR-FLOW ASSEMBLY
MANOMETER, SLANT TUBE
AIR MOTOR
ROTAMETER
HYDRAULIC JACK
WIND GENERATOR ASSEMBLY
ANEMOMETER
DIFFERENTIAL PRESSURE CELL

* ELECTRICAL *

MULTIMETERS, ANALOG & DIGITAL
DC POWER SUPPLY
ELECTRIC MOTOR ASSEMBLY
SOLENOID ASSEMBLY
DUAL-CHANNEL OSCILLOSCOPE
FUNCTION GENERATOR
STRIP-CHART RECORDER
WATT-HOUR METER ASSEMBLY
MOTOR-GENERATOR SET
TRANSFORMER ASSEMBLY
VIBRATION TRANSDUCERS
SPEAKER
MICROPHONE
SOLAR CELL PANEL
WATTMETER, AC
LOW-VOLTAGE DIFFERENTIAL TRANSFORMER

* THERMAL *

THERMOCOUPLES
HEAT TRANSFER ASSEMBLY SET
THERMAL PIPE ASSEMBLY
STEAM ENGINE
BIMETALLIC STRIP ASSEMBLY
THERMOELECTRIC MODULE ASSEMBLY
SOLID-STATE TEMPERATURE SENSOR
PRT (Platinum Resistance Thermocouple)
THERMISTOR

* OTHER *

PHOTOMETER
SPECTROSCOPE
LASER
FIBER OPTICS SET
RADIOACTIVITY DEMO SET

[illegible]
PT
[illegible] credit

COMPARISON OF ACHIEVEMENT OF HIGH SCHOOL STUDENTS IN TRADITIONAL PHYSICS AND PRINCIPLES OF TECHNOLOGY*

CASE STUDY

226 students in 8 first-year PT courses

306 students in 18 physics classes

23 teachers (15 physics teachers; 8 PT teachers)

EVALUATIVE CRITERION

Set of scores on test items extracted from a nationally recognized high school physics exam encompassing the areas of mechanics, heat, and electricity

CONCLUSION

Based on the data analysis, it was concluded that *Principles of Technology* is a sound academic course, equivalent to physics, in terms of student performance on a test of physics (mechanics, heat, electricity) items. Under that conclusion, education counselors should not hesitate to encourage (1) college-bound students (both 2- and 4-year) and (2) those students leaving high school directly for work to enroll in *Principles of Technology*.

* R. A. Baker, J. N. Wilmoth, B. Lewis
Center for Vocational and Adult Education
Auburn University (205) 844-3800

PRINCIPLES OF TECHNOLOGY

FOUR-YEAR COLLEGES AND UNIVERSITIES THAT RECOGNIZE PRINCIPLES OF TECHNOLOGY AS SATISFYING A LABORATORY SCIENCE ENTRANCE REQUIREMENT

March 24, 1992

ALABAMA
- Alabama State University
- Troy State University

COLORADO
- Colorado State University

GEORGIA
- University of Georgia
- Georgia Tech

ILLINOIS
- Illinois State University

IOWA
- Iowa State University

KANSAS
- All four-year colleges and universities

MASSACHUSETTS
- Massachusetts Institute of Technology
- Northeastern University
- Worcester PolyTech Institute

MINNESOTA
- University of Minnesota

NEVADA
- University of Nevada, Las Vegas
- University of Nevada, Reno

NEW MEXICO
- University of New Mexico

TENNESSEE
- East Tennessee State University
- Memphis State University
- Middle Tennessee State University
- Tennessee State University
- University of Tennessee at Chattanooga
- University of Tennessee at Knoxville
- University of Tennessee at Martin

TEXAS
- [illegible] University
- Texas A&M
- Texas Tech

UTAH
- Weber State College

VIRGINIA
- Old Dominion University

WASHINGTON
- University of Washington
- Washington State University
- Central Washington University
- Eastern Washington University
- Evergreen State College
- Western Washington State University

C200
Center for Occupational Research and Development

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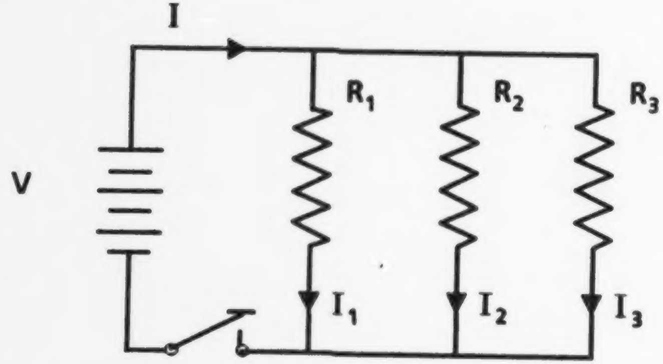
HOW ARE WE DOING IN MATHEMATICS?

A SIMPLE ELECTRICAL CIRCUIT:



THE LAW THAT GOVERNS THE CIRCUIT:

OHM's LAW: $I = \frac{V}{R}$

THE THREE FORMS OF OHM'S LAW??

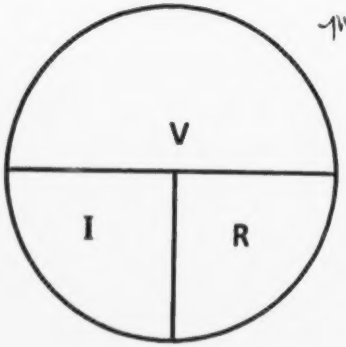
$$I = \frac{V}{R}$$

$$V = I R$$

$$R = \frac{V}{I}$$

SOLVING EQUATIONS??

magic circle



APPLIED MATHEMATICS IS

- AN APPLIED (INTEGRATED) MATHEMATICS COURSE THAT TARGETS THE MID 50% OF HIGH SCHOOL AND ADULTS IN RETRAINING PROGRAMS
- AN INTEGRATED SET OF INSTRUCTIONAL COURSE MATERIALS THAT INCLUDES VIDEO, PRINT, HANDS-ON LABORATORIES AND PRACTICAL PROBLEM-SOLVING ACTIVITIES
- BASED ON AN INTEGRATED PRESENTATION OF TOPICS IN ARITHMETIC, ALGEBRA, GEOMETRY, TRIGONOMETRY, PROBABILITY, ESTIMATION AND PROBLEM SOLVING
- ORIENTED TOWARD APPLICATION AND PRACTICE OF MATHEMATICS CONCEPTS AND SKILLS IN HANDS-ON LABORATORIES AND PRACTICAL, WORLD-OF-WORK PROBLEMS

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APPLIED MATHEMATICS - YEAR ONE

OPTIONAL UNITS FOR REVIEW (IF NEEDED)

A	Getting to Know Your Calculator	REVISITING FRACTIONS, DECIMALS, PERCENTS WITH THE HELP OF A CALCULATOR
B	Naming Numbers in Different Ways	
C	Finding Answers with Your Calculator	

APPLIED MATH UNITS

1	Learning Problem-solving Techniques	BASIC MATH SKILLS THAT EVERYONE NEEDS
2	Estimating Answers	
3	Measuring in English and Metric Units	
4	Using Graphs, Charts and Tables	
5	Dealing with Data	
6	Working with Lines and Angles	GEOMETRY
7	Working with Shapes in Two Dimensions	
8	Working with Shapes in Three Dimensions	
9	Using Ratios and Proportions	BASIC SKILLS IN ALGEBRA
10	Working with Scale Drawings	
11	Using Signed Numbers and Vectors	
12	Using Scientific Notation	
13	Precision, Accuracy, and Tolerance	
14	Solving Problems with Powers and Roots	
15	Using Formulas to Solve Problems	

APPLIED MATHEMATICS - YEAR TWO

16	Solving Problems That Involve Linear Equations	BASIC SKILLS IN ALGEBRA
17	Graphing Data	
18	Solving Problems That Involve Nonlinear Equations	
19	Working with Statistics	QUALITY CONTROL
20	Working with Probabilities	
21	Using Right-triangle Relationships	INTRO TO TRIGONOMETRY
22	Using Trigonometric Functions	
23	Factoring	HIGHER SKILLS IN ALGEBRA
24	Patterns and Functions	
25	Quadratics	
26	System of Equations	
27	Inequalities	
28	Geometry in the Workplace 1	APPLICATIONS OF GEOMETRY IN THE WORLD OF WORK
29	Geometry in the Workplace 2	
30	Solving Problems with Computer Spreadsheets	USING COMPUTERS TO SOLVE PROBLEMS
31	Solving Problems with Computer Graphics	
32	Quality Assurance and Process Control 1	PRACTICE AND APPLICATIONS OF QA/QC IN THE WORKPLACE
33	Quality Assurance and Process Control	

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WHAT'S IN A STUDENT UNIT OF APPLIED MATHEMATICS?

- VIDEO
- MATH TEXT
- 3 MATH LAB ACTIVITIES
- PROBLEM-SOLVING EXERCISES
  - — 5 GENERAL PROBLEMS
  - — 7 AGRICULTURE/AGRIBUSINESS
  - — 7 HEALTH OCCUPATIONS
  - — 7 HOME ECONOMICS
  - — 7 BUSINESS AND MARKETING
  - — 7 INDUSTRIAL TECHNOLOGY
- SPECIAL EQUIPMENT
  - — SCIENTIFIC CALCULATOR
  - — ACCU-LINE™ DRAWING KIT
  - — GRAPHING CALCULATOR
  - — COMPUTER

Applied Mathematics

A SUGGESTED SIX-SESSION TEACHING STRATEGY FOR EACH UNIT

Session 1: Getting Started

- Introduction
- Unit Video
- Class Problem

Sessions 2 & 3: Learning the Skills

- Class Activities
- Read and Do
- Class Discussion
- Study Examples

Sessions 4 & 5: Applying the Skills

- Do Hands-on Math Labs
- Solve Problems
- Use Calculators

Session 6: Looking Back

- Review the Main Points
- Evaluate Progress

MOTIVATION → COMPREHENSION → APPLICATION → REVIEW AND EVALUATION

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Sample of Equipment Used with *Applied Mathematics*

Air pump, hand-powered
Bathroom scale, kg/lb
Beaker, 1000 ml and 500 ml
Carpenter's square
C-clamp, 4-inch
Chalkline
Cloth measuring tape
Compass (drawing tool)
Compass (magnetic)
Computer for spreadsheet, graphing, BASIC programming
Drawing kit (Accu-Line™)
Drawing triangle, 45-45-90 and 30-60-90
Five-gallon bucket
Flashlight reflector, 4" parabolic type
Flat square
Fulcrum (triangular wooden block)
Funnel
Graduated cylinder, 10 and 500 ml
Hook weight, 500 g
Lead fishing weight with eyelet
Line level
Machinist's rule
Measuring cup marked in ounces
Meterstick
Micrometer caliper
Pegboard, 2 ft by 2 ft, with *x*- and *y*-axes marked
Platform spring scale, 5-kg
Plumb line
Protractor
Ruler, in./cm
Sabre saw (without blade)
Samples of round, square, and rectangular air conditioning duct
Scientific calculator
Tape measure, English and metric
TI-81 graphing calculator
Timer or stopwatch
Tire pressure gage
Unit circle board
Vernier caliper

WHERE DOES APPLIED MATHEMATICS FIT ?

GRADE 9	GRADE 10	GRADE 11	GRADE 12
APPLIED MATH I (UNITS A - 15)	APPLIED MATH II (UNITS 16 - 33)	ALGEBRA II	FORMAL GEOMETRY OR MATH ELECTIVE

NOTE 1: APPLIED MATHEMATICS I & II ARE DESIGNED TO REPLACE SUCH COURSES AS GENERAL MATHEMATICS, PRE-ALGEBRA, CONSUMER MATHEMATICS, AND BUSINESS MATHEMATICS. SATISFACTORY COMPLETION OF APPLIED MATHEMATICS I & II EARNS EQUIVALENCY CREDIT FOR ALGEBRA I AND AT LEAST 1/2 UNIT OF INFORMAL GEOMETRY.

NOTE 2: STUDENTS WHO COMPLETE APPLIED MATHEMATICS I & II SATISFACTORILY--AND DECIDE TO GO TO A 4-YEAR COLLEGE--CAN MOVE INTO ALGEBRA II AND FORMAL GEOMETRY TO SATISFY MATH REQUIREMENTS FOR ADMISSION TO MOST 4-YR COLLEGES.

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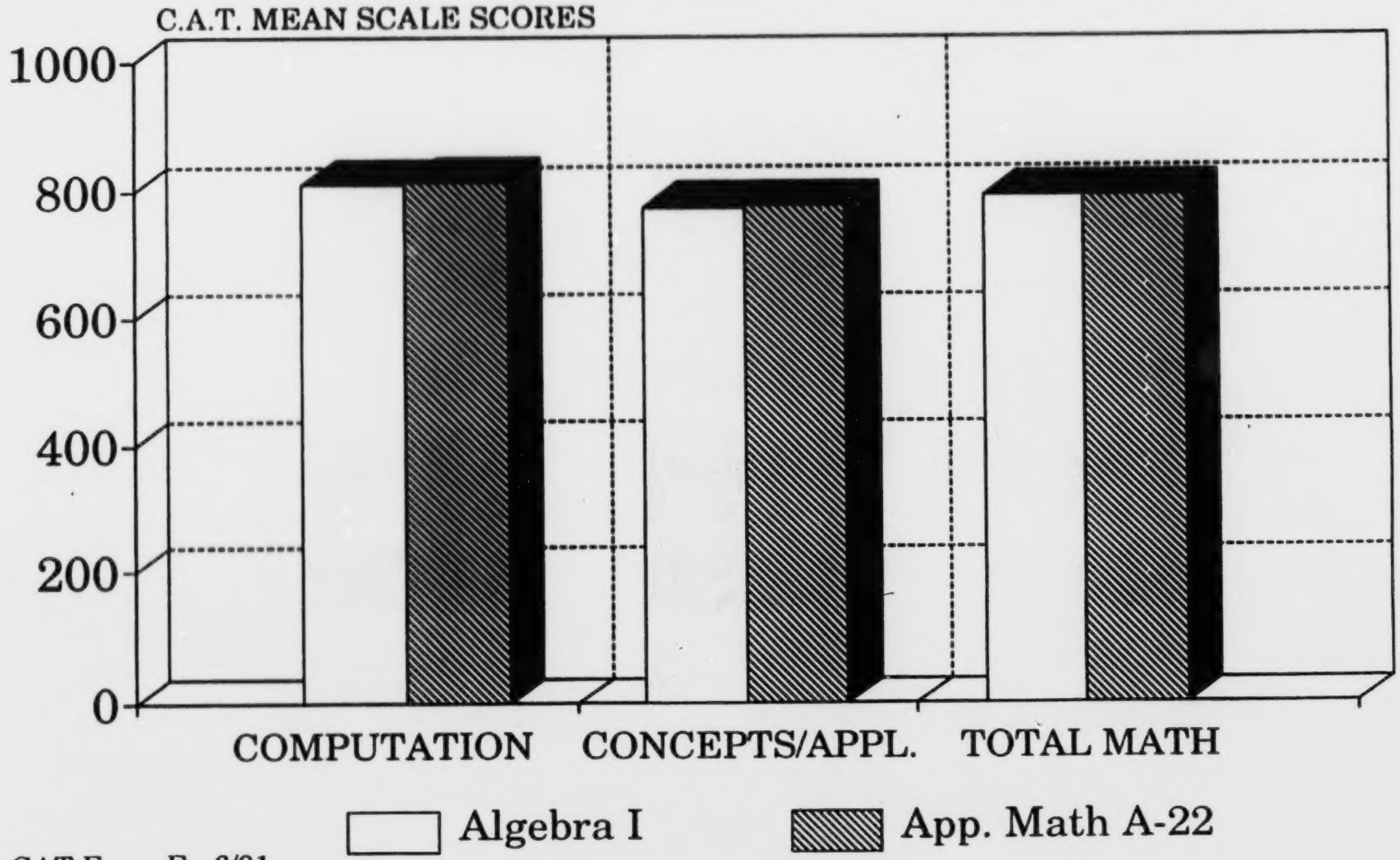
APPLIED MATH UNITS A-22, 1991

GREENE COUNTY SCHOOLS, NORTH CAROLINA



CAT Form E, 6/91

TECH PREP — THE HIGH SCHOOL PART

CORD

	9th Grade	10th Grade	11th Grade	12th Grade
MATH	APPLIED MATH I	APPLIED MATH II	ALGEBRA II	ELECTIVE MATH COURSE
SCIENCE	LAB SCIENCE COURSE ABC	APPLIED PHYSICS I (Principles of Technology)	(OPTIONAL) CHEMISTRY, BIOLOGY OR APPLIED PHYSICS II	
ENGLISH	ENGLISH AND APPLIED COMMUNICATIONS			
HUMANITIES	GEOGRAPHY, HISTORY, AND GOVERNMENT			
OTHER			TECH-PREP SPECIALIZATION COURSES	

H 29a

"DRAWING BOARD" FOR A TECH-PREP PROGRAM

FIELD OF SPECIALIZATION ______________________

	HIGH SCHOOL				POSTSECONDARY			
SUBJECT	Freshman	Sophomore	Junior	Senior	Freshman A	Freshman B	Sophomore A	Sophomore B
MATH								
ENGLISH								
SCIENCE								
COMPUTERS								
HUMANITIES								
OTHER								
OTHER								
TECHNICAL CORE								
TECHNICAL CORE								
TECHNICAL SPECIALTY								
TECHNICAL SPECIALTY								

4 + 2 TECH-PREP MODEL FOR ELECTRONICS (DIGITAL/COMPUTER MAJOR)

	HIGH SCHOOL				POSTSECONDARY			
SUBJECT	**Freshman**	**Sophomore**	**Junior**	**Senior**	**Freshman A**	**Freshman B**	**Sophomore A**	**Sophomore B**
MATH	Applied Math I	Applied Math II	Geometry or Elective*	Algebra II	Trigonometry	Calculus or Statistics		
ENGLISH	English I, II, III and Applied Communication (4 units)				Technical Communications			
SCIENCE	Lab Science	Principles of Technology I	Principles of Technology II		Physics for Technicians			
HUMANITIES	Geography, History, and Government (4 units)						Interpersonal/ Industrial Relations	
OTHER	Health/PE	Computer Literacy		Elective*				Economics in Technology
OTHER	Technology Education	Elective *						
TECHNICAL CORE				Technical Graphics (1/2)		Industrial Processes (Fabrication)	Industrial Electrical Power	Instrumentation and Control
TECHNICAL CORE				Electronic Fabrication & Testing (1/2)		Properties of Materials	Mechanical and Fluid Devices	Elective*
TECHNICAL SPECIALTY			DC/AC Circuits	Active Devices I	Active Devices II & Power Supplies	Linear ICs/Analog Circuits	Microprocessors	Computers/ Interfacing
TECHNICAL SPECIALTY			Circuit Analysis	Digital Devices	Electronic Controls	Digital Circuits	Computer Programming	Digital Project

* Fine Arts or Foreign Language, for example

* Introduction to Lasers, for example

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A Tech Prep program requires the support and active input of the entire community: members of business, industry, labor, civic organizations, and government, as well as educational institutions.

F129

ILLINOIS REGION VI TECH PREP

SESSION I

"Walking Through A Typical Unit of Applied Mathematics"

Rend Lake College
Southern Illinois

June 16, 1992
(10:45-11:30 AM)

Leno S. Pedrotti
Emeritus Professor of Physics
Senior Vice President
Center for Occupational Research and Development
P. O. Box 21689, Waco, Texas 76702-1689
800/231-3015 817/772-8756

SAMPLER FOR

APPLIED MATHEMATICS

Unit 14 —

Solving Problems with Powers and Roots

- Table of Contents
- Prerequisites/Unit Objectives
- Learning Path/signals
- Introductory page
- Text example
- Study Activity
- Study Activity
- Text example
- Multiplying/dividing exponents
- Text example
- Text calculation
- Solving more difficult problems
- Using the calculator
- Graphing
- Summary
- Lab Activity 1
- Lab Activity 2
- Lab Activity 3
- Student Exercise (General)
- Student Exercise (Ag/Ag Business)
- Student Exercise (Business/Marketing)
- Student Exercise (Health Occupations)
- Student Exercise (Industrial Technology)
- Glossary

Table of Contents

LEARNING THE SKILLS

Introduction 3
Reading and Writing Powers 5
Reading and Writing Roots 20
Solving Problems 24
Graphing Formulas with Powers 26
Summary 29

PRACTICING THE SKILLS

Laboratory Activities

Activity 1: Pendulum length and period 31
Activity 2: Volumes and diameters of cans 33
Activity 3: Pythagorean theorem 34

Student Exercises

General 36
Agriculture and Agribusiness 38
Business and Marketing 41
Health Occupations 46
Home Economics 48
Industrial Technology 49

REFERENCE MATERIALS

Glossary 54

Solving Problems with Powers and Roots

How to solve problems with powers and roots

Prerequisites

This unit builds on the skills taught in:
Unit 1—*Learning Problem-solving Techniques*
Unit 2—*Estimating Answers*
Unit 7—*Working with Shapes in Two Dimensions*
Unit 8—*Working with Shapes in Three Dimensions*
Unit 11—*Using Signed Numbers and Vectors*
Unit 12—*Using Scientific Notation*

To Master This Unit

Read the text and answer all the questions. Complete the assigned exercises and activities. Work the problems on the unit test at a satisfactory level.

Unit Objectives

Working through this unit helps you learn how to:

1. Read and write numbers expressed as powers.
2. Estimate the values of numbers written as powers.
3. Read and write numbers expressed as roots.
4. Find powers and roots of numbers using a calculator.
5. Solve problems that involve numbers written as powers and roots.

59
4
63

TECH PREP

APPLIED ACADEMICS WORKSHOP
APPLIED MATHEMATICS I & II AND PRINCIPLES OF TECHNOLOGY
JUNE 16, 1992

Name	Address	School/Agency	SOC. #	Position
Vera Bidwell	R1 Bx474 Goreville	Vienna HS	353-36-1092	Teacher
John W. Widdows	P.O Box86 Alto Pass	Shawnee Dist 84	328-34-6272	teacher
Roy Meyer[illegible]	1410 JefFerson CapeGirardeau	SHAWNee	499-48-4774	Teacher
JAmes Hill	2413 Glenwood Eldorado IL	Eldorado High	341 26 7891	VOC Dir
Lynn Love	Rt 1, Box 725 Creal Springs, IL	Marion H.S	356-44-9071	Teacher
Dean Hickey	816 W. Concord Marion IL 62959	Marion High School	334 36 3993	Teacher
[illegible]ngblood	6 Douglas Dr Herrin IL 62948	Herrin H.S.	538-46-7570	Teacher
George Wilkerson	R.R. 3 Benton	Christopher H.S	349-[illegible]-6548	
Charlotte Neal	Box 746 Tunnel Hill IL	Goreville Com. Unit #1	357-66-0374	Teach
Carlene Baker [illegible]	Rt 1 Box 225 Mounds Mounds	Meridian H.S	3[illegible]-52-4771 334-46-9527 3[illegible]	Teacher MATH

TECH PREP

APPLIED ACADEMICS WORKSHOP
APPLIED MATHEMATICS I & II AND PRINCIPLES OF TECHNOLOGY
JUNE 16, 1992

Name	Address	School/Agency	SOC. #	Position
Rodger Peterson	407 W. 3rd St Mt Carmel	Mt Carmel High	331-34-3016	Teacher
DARBY RYAN	RT. 1 KARNAK	MASSAC CO.	336-40-3529	TEACHER
Tammy Patterson	Rt. 2, Box 215	Goreville, IL	360-66-0593	Math Teacher
Jeff Miller	Rt 1 Box 70 DeSoto, IL	Z-R H.S. #188	508-88-9958	science/math teacher
DEAN SKAMBRAKS	15 Magnolia Drive Centralia, IL 62801	Centralia High School	327-32-7002	Ind Educ Teacher
Frances Pierce		Marion High School	345-38-2723	Math Teacher
Brian Ward		McLeansboro High	404-19-6652	Math Teach
Brenda Butcher		Carterville High	326-38-3566	Math Teacher
Bob Frossard		Pinckneyville C. High	347-32-1048	Math Teacher
Frank [illegible]		Mt Carmel H.S.	306-64-1078	Teacher
Richard Dierfenbach	RT. 2 Box 462 ANNA, ILL	COBDEN H.S.	328-34-5386	Math/Science
JAmes K. Gibson		Pinckneyville H.S.	316-58-5930	Math/Scien
Linda Heron Wiegner	2717 Peach Tree Cape Gir. MO 63701	SEMO State	314-335-3143	Teacher
Sharon Resch	PO Box 383 Dongola IL 62926		340-40-8985	[illegible]

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TECH PREP

APPLIED ACADEMICS WORKSHOP
APPLIED MATHEMATICS I & II AND PRINCIPLES OF TECHNOLOGY
JUNE 16, 1992

Name	Address	School/Agency	SOC. #	Position
Kent Carrell	1507 N. Glendale Marion, IL	Marion High School	319-50-0450	Math Teacher
Jean Chamness	RR1 Box 65A Royalton IL 62983	Trico CUSD	321-50-7056	Math teacher
Sally [illegible] Billingsley	Rt 1 Box 4 Buncombe, IL	Goreville H.S	321-50-6530	Science / Eng.
Lloyd Koehler	P.O. Box 1303 Vienna	Goreville H.S.	335-40-2164	Science
Dianna Mackelly	P.O. Box 1094 Sesser, Ill	Sesser-Valier HS	335-44-2368	math / science teacher
Joe Cooper	R.R. 5, Box 454 Mt. Vernon, IL	Mt. Carmel H.S	358-40-7665	Teacher
Sean Garrison	104 W 6th St #B Mt Carmel Ill 62863	Mt Carmel H.S.	619-262-8320	teacher
Larry Sturpe	RR#1 Box 12 Makanda, Ill. 62958	Carbondale Comm H.S	618-457-3371	Voc. ED.
Ed Nolan	College Rd Ullin, Ill 62992	Shawnee CC	466-72-3509	BOT CHAIR
Bob Huntley	P.O. Box 93 Cisne, IL 62823		361-64-2918	Ag Teacher
Carolyn [illegible]	College Rd Ullin, Il 62992	Shawnee College	406-60-3992	Teacher

TECH PREP

APPLIED ACADEMICS WORKSHOP
APPLIED MATHEMATICS I & II AND PRINCIPLES OF TECHNOLOGY
JUNE 16, 1992

Name	Address	School/Agency	SOC. #	Position
Charles Kirby	RR#1 Box 114D Brighton, IL 62012	Alton School System	356-34-6031	Teacher
Salah Shakir	R2 Box 31X Carterville 62918	SCC	352-68-4685	Director
Jim Tucker	BOX 105 DALE IL 62829	MT. VERNON ALTERNATIVE	329-62-7959	TEACHER
Bryan Cross	Route 1 Box 119 Dahlgren, IL 62828	Mt. Vernon Alternative	333-66-4436	Teacher
JESSE JOINER	#9 JUANITA Pl BELLEVILLE IL	EDWARDSVILLE High	358-40-4278	TEACHER
Alex Ringer	902 COUNTY Rd PINCKNEYVILLE	PINCKNEYVILLE HIGH	337-30-1175	TEACHER
Richard Spruill	330 E. 9th Mt. Carmel	Mt. Carmel High	354-26-2362	Teacher
Tom Gholson	Box 246 Crossville, IL	Carmi-White Co HS	318-36-7517	Counselor
JOE FRICK	R.R. 4, Box 205	BENTON High School WEST FRANKFORT	356-44-8457	TEACHER
Larry Hancock	RT 8	MT VERNON	326-38-2257	MATH

TECH PREP

TECH PREP : Applied Academics
Applied Mathematics I and II Workshop

June 16, 1992, 8:30 A.M. - 3:30 P.M.
Rend Lake College

Evaluation Form

Using the scale below, please circle the appropriate rating that best describes your opinion of the probes

5 = Excellent 4 = Good 3 = Average 2 = Average 1 = Poor

Teaching Area: ________________

1.) What is your overall perception of this workshop?

[illegible]	[illegible]	1	0	0
5	4	3	2	1

2.) The organization of content and learning activites was:

16	11	0	0	0
5	4	3	2	1

3.) The instructional materials, handouts, visual aids and sound were:

15	11	0	0	0
5	4	3	2	1

4.) The effectiveness of the presenters were:

5 1[illegible] 4 [illegible] 3 [illegible] 2 0 1 0

5.) The relevancy of subject matter for my work was:

13	12	[illegible]	[illegible]	1
5	4	3	2	1

6.) The match of my expectations with the actual workshop experience was:

[illegible]	[illegible]	5	1	0
5	4	3	2	1

7.) Please take this opportunity to make any open comments on on today's presenters: (Use back of sheet if needed)

Dr. Pedrotti: (Opening Sessions)

Steve Strickland: (Applied Math I)

Dick Stritzel: (Applied Math II)

8.) I would like to attend another 2-Day Applied Math I and II work shop with more lab exercises and training with the equipment if offered August 3 and 4: Yes ☐ No ☐ Other dates: ____________

9.) Other suggestions to improve the workshop:

TECH PREP
APPLIED MATHEMATICS
JUNE 16, 1992
REND LAKE COLLEGE
EVALUATION FORM

7.) PLEASE TAKE THIS OPPORTUNITY TO MAKE ANY OPEN COMMENTS ON TODAY'S PRESENTERS:

DR. PEDROTTI-Good/a little too long/very informative /excellent/outstanding / excellent/everyone should hear him that is involved with TECH PREP/ very informative/very enthusiastic/To general. handouts duplicated overhead presentation/excellent/very good/

STEVE STRICKLAND-Very Good/Needed more time to do labs/Good/helpful in answering questions/very good/both committed to applied math/very good/good ideas/Good/Good specific examples/very good/very understandable/

DICK STRITZEL-Good but needed to explain and demonstrate more/Excellent/Good numerous examples/good/innovative/ very understandable/Good/very good/

CORD **CENTER FOR OCCUPATIONAL RESEARCH AND DEVELOPMENT**
601 C Lake Air Drive Waco, Texas 76710 Telephone (817) 772-8756

June 18, 1992

Ms. Betty Musgrave
Tech Prep Director
Franklin County Schools
202 W. Main
Benton, IL 62812

Dear Betty,

By the time you receive this letter you will have concluded a very successful Tech Prep Applied Academic Workshop. I congratulate you for your efforts and accomplishments, and I want to tell you that I'm pleased to have been part of the workshop. It was great to meet President Mark Kern, Dean Carroll Turner and Superintendent Barry Kohl, and I must say again how much I appreciated the company and dinner on Monday evening. I certainly enjoyed meeting George Connor, the Zeigler Royalton High School Principal, and all the others who gave up their evening to treat me to a sample of true Southern Illinois hospitality.

When you have an opportunity, please thank Pat Sipes, Steve Strickland and Dick Stritzel for their excellent work. In the final analysis, it is, of course, the work of the dedicated teachers which makes all of this happen in the classroom. Also, Betty, I would be pleased if you would apply the difference between the dollars you budgeted for my day's work and CORD's fee for my services toward the purchase of Student Resource Books – with the Accu line included – for Steve and Dick's *Applied Mathematics*' students this fall.

You are doing a great job, Betty. You are organized and dedicated, and that's why you are at the helm. Keep in touch and let me know when I can be of help.

Your friend in Texas,

Leno S Pedrotti

Leno S. Pedrotti
Senior Vice President

LSP:rb
attachments

P.S. I've enclosed an itinerary and fee expense sheet and stapled it to the service contract you gave me. Hope this all works out okay.

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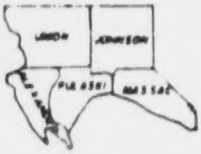
A Nonprofit Public Service Corporation

FIVE COUNTY REGIONAL VOCATIONAL SYSTEM



(ALEXANDER-JOHNSON-MASSAC-PULASKI-UNION COUNTIES)
SECOND AND WASHINGTON STREET
BOX F
TAMMS, ILLINOIS 62988

Curtis Miller, Director
(618) 747-2703

Placement
(618) 747-9223

June 22, 1992

Betty Musgraves
Tech Prep Director
Franklin County Regional
Delivery System
202 West Main
Benton, Illinois 62812

Dear Betty:

The Region 6 System Directors extend our sincere appreciation to you for all your effort in setting up and directing the week long workshop on applied academics held at Rend Lake College, June 15-19. You have made a tremendous contribution to the inservice needs of key personnel in the schools in extreme Southern Illinois.

The choice of presenters was superb and permitted local school staff members to hear and interact with nationally known individuals in the field of applied academics.

We realize the vast amount of work and the frustrations you must have endured in this undertaking. However, you can now point with pride and a great degree of satisfaction to the impact you caused in re-directing the teaching of academics and vocational education.

Again, on behalf of the System Directors thanks for the effort. A large number of our faculty are now better prepared to re-enter the classrooms in the 1992-93 school term.

Sincerely,

Curtis Miller

Curtis Miller, Director

CM

xc: Barry Kohl, Reg. Superintendent

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

TECH PREP
serving
Franklin County Regional Delivery System
Rend Lake Area Regional Delivery System and
and Rend Lake College

Confirmation of:

Desktop Publishing Workshop

DATE: WEDNESDAY, JUNE 17, 1992

TIME: 8:30 A.M. - 3:30 P.M.
Includes Lunch in Student Center

LOCATION: REND LAKE COLLEGE
Academic Building, Rm. 215
Open Lab (in the back)

SOFTWARE: ALDUS PAGEMAKER

INSTRUCTOR: Bob Kelly, REND LAKE COLLEGE
PUBLIC INFORMATION

WHO SHOULD ATTEND? TECH PREP SITE INSTRUCTORS FOR
TRAINING BUSINESS MANAGERS

STIPENDS AVAILABLE: $50.00 per day

FREE REGISTRATION

As you may or may not know, Desktop Publishing has been accepted by the Planning and Development Committee to be integrated into Information Processing II in the sequential Course of Study for training "Business Managers." This is the first training session on ALDUS PAGEMAKER with other sessions to be scheduled later.

If you would like SIU credit for one semester hour, you may attend the Desktop Publishing session plus Thursday, June 18, "Pulling it All Together" session for learning the 4MAT System which is an instructional model designed to address learning style and brain preferences in students; with emphasis on interdisciplinary instruction, cooperative learning, teaching styles, learning styles, problem solving, critical thinking skills and teamwork. This session will be in the Rend Lake College Theatre from 8:30 A.M. - 3:30 P.M. If you plan to attend the Thursday Session, you need to call me for registration, planning for handouts and luncheon. Academic credit for participation through SIU is $68.25 per credit hour to be billed to you by SIU later.

If you have told me you will attend, I am counting on you. So if anything changes, please call me at 438-9711.

Betty Musgrave, TECH PREP Director

TECH PREP

DESKTOP PUBLISHING WORKSHOP

June 17, 1992, 8:30 A.M. - 3:30 P.M.
Rend Lake College

Evaluation Form

Using the scale below, please circle the appropriate rating that best describes your opinion of the probes

5 = Excellent 4 = Good 3 = Average 2 = Average 1 = Poor

1.) What is your overall perception of this workshop?

5 4 3 2 1

2.) The organization of content and learning activites was:

5 4 3 2 1

3.) The instructional materials, handouts, visual aids and sound were:

5 4 3 2 1

4.) The effectiveness of the presenter was:

5 4 3 2 1

5.) The relevancy of subject matter for my work was:

5 4 3 2 1

6.) I would like to have Pagemaker to use in my classroom.
Yes ☐ No ☐

7.) Please take this opportunity to make any open comments on on today's presenter: (Use back of sheet if needed)

Bob Kelly:

8.) I would like to attend another DESKTOP PUBLISHING Workshop before schools begins: Yes ☐ No ☐ Suggested dates:

9.) Other suggestions to improve the workshop:

TECH PREP
DESKTOP PUBLISHING WORKSHOP
JUNE 17, 1992
REND LAKE COLLEGE
EVALUATION FORM

7.) PLEASE TAKE THIS OPPORTUNITY TO MAKE ANY OPEN COMMENTS ON TODAY'S PRESENTER: BOB KELLY:

Very patient and helpful. Difficult to present with varied backgrounds of computer knowledge./Excellent knows what he is doing./This has been one of the better workshops I have attended./He is kowledgable about the program./

DESKTOP PUBLISHING
MAILING LIST

BARBARA BENARD
R.R. #2
BENTON, IL 62812

BENTON HIGH SCHOOL
618/435-4598

MARLA HARP
R.R. #4
BENTON, IL 62812

ESR OFFICE
618/439-3907

JEAN HORNS
1513 SIOUX CIRCLE
PINCKNEYVILLE, IL 62274

PINCKNEYVILLE HIGH SCHOOL
618/357-8616

ALICE HROVATICH
808 WEST 9TH
JOHNSTON CITY, IL 62951

WEST FRANKFORT HIGH SCHOOL
618/983-6640

JANET JOHNSON
ROUTE #2
WAYNE CITY, IL 62895

WAYNE CITY HIGH SCHOOL
618/895-2809

VICKIE LEWIS
905 BLUEBERRY HILL
MT. VERNON, IL 62864

MT. VERNON HIGH SCHOOL
618/244-3504

BETTY MITCHELL
126 MAPLE
ZEIGLER, IL 62999

ZEIGLER/ROYALTON HIGH SCHOOL
618/596-6466

SANDRA PADGETT
R.R. #3
BENTON, IL 62812

SESSER/VALIER HIGH SCHOOL
618/625-5046

TECH PREP

TECH PREP APPLIED ACADEMICS WORKSHOP
APPLIED BIOLOGY/CHEMISTRY

Wednesday, June 17, 1992
Rend Lake College

TRAINERS: Lisa Taylor, Laramie County Community College
Sue Woodfin, Benton High School

8:00 - 8:30	Registration, Coffee and Refreshments
8:30	Welcome, Introductions and Greetings from - Mrs. Betty Musgrave, TECH PREP Director, Franklin County Regional Delivery System, Mark Kern, President, Rend Lake College; Barry Kohl, Regional Supt. for Franklin County; and Carroll Turner, Vocational Dean, Rend Lake College
8:45	What's to Happen During the Day - Lisa Taylor
9:00	ABC Safety Issues
9:45	BREAK (and move to Science Bldg. Labs)
10:00	Laboratories: Work in Assigned Lab Groups of 2 ROOM 115 - GROUP A - Science Bldg. ROOM 116 - GROUP B - Science Bldg.
11:00	Group Reporting on Labs (Groups remain in their lab rooms)
11:45	Explanation of COL 4-5 Activity-Genetic Coin Toss
12:00	LUNCH (Student Center: Private Dining Room)
12:30	Laboratories - Switch Rooms and Work with New Assigned Lab Partners ROOM 115 - GROUP B - Science Bldg. ROOM 116 - GROUP A - Science Bldg.
2:00	Group Reporting on Labs (Groups remain in their lab rooms)
2:20	BREAK AND MOVE TO ROOM 110
2:30	Altogether in Room 110: ABC Model Programs That Work - Lisa
2:45	ABC Issues - Equipment/Material Ordering, Administrative Support, Etc - Lisa and Sue
3:20	Local Illinois ABC Activities: Collaboration of ABC - Betty Musgrave
3:30	Evaluations and Farewells

TECH PREP

APPLIED ACADEMICS WORKSHOP
APPLIED BIOLOGY/CHEMISTRY
JUNE 17, 1992

Name	Address	School/Agency	SOC. #	Position
Joe Frick,	R.R.4, Box 205 West Frankfort	Benton	356-44-8457	Teacher
Roy Meystedt	1410 Jefferson Cape Girardeau	Shawnee HS	499-48-4774	Teacher
Marcia Allen	1122 Roberta	Murphysboro Unit #186	353-38-9074	Teach
JeanEllen Koop	Rt 1 Box 128 Pulaski Il	Shawnee Com. College	351-50-5690	Admin
Jeff Miller	Rt 1-box 70 DeSoto, IL	Zeigler-Royalton H.S.	508-88-9958	sci/math teacher
George Willerson	R.R. 3 Benton	Christopher H.S.	349-62-6543	〃
Tom Cholson	Box 246 Crossville, Il	Carmi-White Co H.S.	318-36-7517	Counselor
Shawn Resch	P.O Box 383 Dongola Il	Shawnee College	348-40-8985	Teacher
Lloyd Koehler	Vienna IL 62995	Goreville H.S.	335-40-2164	Science
Carolyn Holm	300 Cumberland Dr Paducah	Shawnee College	406-60-3992	Teacher
James Gibson	[illegible] 3 Box 335	[illegible]	311-78-5930	Math/Sci Teach

TECH PREP

APPLIED ACADEMICS WORKSHOP
APPLIED BIOLOGY/CHEMISTRY
JUNE 17, 1992

Name	Address	School/Agency	SOC. #	Position
Joe Cooper	R.R. #5 Box 454 MT. Vernon, IL 62864	MT. Carmel H.S.	358-40-7665	Teacher
JESSE JOINER	#9 Juanita Pl Belleville, IL 62223	EDWARDSVILLE HIGH School	358-40-4278	TEACHER
*Richard Johnson	301 S. CROSS	TWIN RIVERS REG. VOC. SYS	321-44-9249	ADMN.
Jim Taylor	Box 520 CARMI, IL	Cwvw Reg Syst		Dir
KAREN KILMER	RR 1 SHAWNEETOWN, IL 62984	SIC-HARRISBURG	356 448169	BUS DIV CHAIR FACULTY
Donna Youngblood	6 Douglas Dr. Herrin, Ill. 62948	Herrin H.S.	53846-7576	Teacher
Robert G. Huntley	P.O. Box 93, Cisne IL 62823	Cisne H.S.	361-64-2918	Ag Teacher
Charlotte Leal	Box 746 Tunnel Hill	Goreville Com Unit 1	331-66-0374	Teacher
Dee Poston	600 E. Cindy, Carbondale	Shawnee College	549-4440	Tech Prep Coordinat
Ted Holmes	College Rd Ullin, Ill 62992	Shawnee CC	466-72-3509	Teacher Div. Nat. Resrc. Chair BOT
DARBY RYAN	RR1 KARNAK, IL 62956	MASSAC CO HS	336403529	TEACHER
Mary Ann Quivey	109 W Church	Pinckneyville IL	334-54-1831	TEAcher

TECH PREP

APPLIED ACADEMICS WORKSHOP
APPLIED BIOLOGY/CHEMISTRY
JUNE 17, 1992

Name	Address	School/Agency	SOC. #	Position
Sean [illegible]	104 W 6th St #B Mt Carmel	Mt Carmel High	349-54-0841	Teacher
GARY WILLIAMS	RR#3 BOX 232A Jerseyville IL	Southwestern H.S.	360-38-8679	TEACHER
John W. Widdows	P.O Box 86 Alto Pass Ill.	Shawnee dist #84	328-34-6272	teacher
Kathy Tarantino	Rt 5	M.boro HS. unit #186	328-34-6204	teacher / [illegible]
GARY L. WARREN	RR4 Box 137	W. FRANKFORT H.S.	356-44-9483	TEACHER
Jon Mohack	2002 Lexington Ave Lawrenceville, Ill	Lawrenceville High School	361-32-9792	Principal
Nancy Nelson	Rt 1 Box 283 West Salem IL 62476	[illegible] High School	357-46-0813	Business Teacher
Patsy Bullard	306 Pine Mt-Vernon	Northlawn [illegible]	345-42-5054	Science Teacher
Carlene Dakin	Rt 1 Box 2235 Mounds	[illegible] HS	338-32-4777	Eng. Tchr.
Ken. Meadows	RT 1 Box 1520 MOUNDS IL	"	334-46-9927	MATH
Richard [illegible]	RT 2 BOX 462 ANNA, IL	COBDEN H.S.	328-34-5386	Math/science
Pat [illegible]	Rt 4 Box 402 [illegible]	[illegible]	275-40-2783	Science

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TECH PREP

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APPLIED ACADEMICS WORKSHOP
APPLIED BIOLOGY/CHEMISTRY
JUNE 17, 1992

Name	Address	School/Agency	SOC. #	Position
Salah Shakir	R2 Box 314 Cartersville	SCC	352-68-4685	Director
LARRY HANCOCK	RT 8	Benton High	326382257	MATH
Joseph E. Sechrest	260 W. FRANKLIN BRIDGEPORT, IL	COMMUNITY UNIT No 20	342-36-0783	CHEMISTRY PHYSICS
C. Jorgenson	PO Box 321 ELKVILLE	ELVERADO H.S.	? P	TEACHER
Sally M. Billingsley	Rt 1 Box 4 Buncombe, IL	Goreville	321-50-6530	Science/Eng
[illegible]		Mt. Carmel H.S.	306-69-1078	Teacher
Wayne Cherry	Rt. 2 Box 222 Mt. Vernon	Benton High	351-46-0183	Teacher
George McPheeters	P.O. Box 251	Pinckneyville H S	~~346-38-1086~~	~~Teacher~~
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Dianna Mabery	P.O. Box 1094	Sesser-Valier	335-44-2368	teacher
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Marvin Cole	Box 196	West Richland	471-50-3972	math/science Teacher

TECH PREP

TECH PREP : Applied Academics
Applied Biology/Chemistry Workshop

June 17, 1992, 8:30 A.M. - 3:30 P.M.
Rend Lake College

Evaluation Form

Using the scale below, please circle the appropriate rating that best describes your opinion of the probes.

5 = Excellent 4 = Good 3 = Average 2 = Average 1 = Poor

Teaching Area: ____________________

1.) What is your overall perception of this workshop?

15	20	2		
5	4	3	2	1

2.) The organization of content and learning activites was:

17	17	2		
5	4	3	2	1

3.) The instructional materials, handouts, visual aids and sound were:

16	16	3		
5	4	3	2	1

4.) The effectiveness of the presenters were:

5	4	3	2	1
21	17	1		

5.) The relevancy of subject matter for my work was:

1	8	11	4	2
5	4	3	2	1

6.) The match of my expectations with the actual workshop experience was:

5	4	3	2	1
15	16	7	1	

7.) Please take this opportunity to make any open comments on on today's presenters: (Use back of sheet if needed)

Lisa Taylor, Keynote Opening Session and Presenter
Sue Woodfin, Facilitator

8.) I would like to attend another Applied Biology/Chemistry Workshop with more lab exercises and training with the equipment if offered before school begins.
Yes ☐ No ☐ Suggested dates: ____________

9.) Other suggestions to improve the workshop:

TECH PREP
JUNE 17, 1992

7.) PLEASE TAKE THIS OPPORTUNITY TO MAKE ANY OPEN COMMENTS ON TODAY'S PRESENTERS:
LISA TAYLOR, KEYNOTE OPENING SESSION AND PRESENTER SUE WOODFIN, FACILITATOR

Both rank a # 4/Both great/Both excellent speakers/Excellent/Lisa is efficient, knowledgeable and quite interesting./ I am impressed with her energy/ She is number one in my book!/ Sue is energetic and exciting to work with./excellent/fun/Both very good/Very good/excellent/superb/Lisa and Sue have great humor! Thanks/Good/Very good/Both speakers were so enthusiastic./ They make you want to take science/Very good/ Super/excellent/

9.) OTHER SUGGESTIONS TO IMPROVE THE WORKSHOP.

More time for trading of ideas among participants/more time/Good Day/more handouts/labs were sloppy/Better lab areas/Air conditioning.

TECH PREP

APPLIED ACADEMICS WORKSHOP
"PULLING IT ALL TOGETHER"
JUNE 18, 1992

Name	Address	School/Agency	SOC. #	Position
Jean Hutchison	Southwestern H.S.	Piasa, Il. 62079	351-36-0486	Teacher
DIANE BYRD	2520 Washington,	PADUCAH, KY 42001	355-42-3251	teacheR
Tammy Patterson	Rt. 2, Box 215,	Goreville, IL 62939	360-66-0593	Teacher
Lisa Stewart	807 N. 6th	Vienna, IL 62939	357-60-7200	Teacher
Sheri L Hunter	RR3 Box 343	Carterville	345-38-2059	Teacher
Larry Pulleyblank	500 main ST, FRANCISVILLE, IL 62460		347-40-0192	TEACHER
Carla Nelson	R2 Box 336A	Herrin, Il 62948	337-42-2444	Teacher
[illegible]	104 W 6th St #B	Mt Carmel Il 62863	349-54-0841	Teacher
Brenda [illegible]	1117 E. Poplar	Williamson Co Reg Voc System		Dir.
Karen [illegible]	201 W Main Albion	Edwards Co	358-40-5319	Teacher
JOE FRICK	R.R.4, W. FRANKFORT,	BENTON	354-44-8457	TEACHER
MARILYN McFADDEN	210 BOLING	BENTON	322 48-6089	TEACHER
Dean Hickey	816 W. Concord	Marion	334-36-3993	Teacher
Kenneth R. Kirkpatrick	110 N. Pearl	McLeansboro, Il	323-32-0207	Eng. Teacher
Ron O. Shreve	RR#1 Box 77A	Cisne, Il 62823	347-40-1788	Math Tea
Sharon Resch	PO Box 383 Dongola IL	Shawnee College	340-40-8985	Teacher Bus.
Deb Stratzel	407 Washington Christopher	FCHS	352-30-1894	Math
Sylvia Czeredinski	7th Scheller Il	Mt Vernon Twp H.S.	323-36-8711	Home Ec

OVER →

TECH PREP

APPLIED ACADEMICS WORKSHOP
"PULLING IT ALL TOGETHER"
JUNE 18, 1992

Name	Address	School/Agency	SOC. #	Position
Vera Bedwell	R1 Box 74 Goreville	Vienna HS	353-36-1092	Teacher .
Jim Miller	903 Oakland Ave	Mt Vernon H.S.	402-54-5507	Teacher
Joseph E. Seibert	260 W. Franklin Bridgeport	Unit 20 (Lawrenceville High School)	3?2-36-0283	Chem/Physics
Joe Cooper	R. R. 5 Box 454 MT. Vernon, IL	MT Carmel H.S.	358-40-7665	Teacher
Cheryl Peltzer Snyder	Rt 6 Box 368	Murphysboro HS	327-46-3812	Teacher
Sharon E. Freeland	RR1 Box 71A	Hutsonville/ Twin Rivers	333-38-9622	Teacher
Susan Weir	RR3 Box 299 Casey	Hutsonville H.S.	348-44-5304	Teacher
Jesse Joiner	#9 Juanita 71 Belleville IL	Edwardsville High School	358-40-4278	TEACHER
Nancy Nelson	Rt 1 Box 283 West Salem IL 62476	Edwards County H.S.	351-46-0813	Business Teacher
Ken Feather	Box 453 Wayne City, IL.	CISNE High School	334-46-7914	Teacher
Kent Carrell	1507 Glendale Marion, IL	Marion H.S.	319-50-0450	Math teacher
Jean Chamness	RR1 Box 65A Royalton IL 62983	Trico CUSD	321-50-7056	Math Teacher
Paul Buchanan	Mt. Carmel H. S		306-64-1078	Ag Teacher
Brenda Stewart	Rt. 1 Box 17 Sesser 62884	Benton H.S.	556-60-7859	Eng. teacher
Robert G. Huntley	P.O. Box 93 Cisne, IL	Cisne, H.S.	361-64-2918	Ag teacher

OVER ⟶

TECH PREP

APPLIED ACADEMICS WORKSHOP
"PULLING IT ALL TOGETHER"
JUNE 18, 1992

Name	Address	School/Agency	SOC. #	Position
Jeff Miller	Rt 1 box 70 DeSoto, IL	Zeigler-Royalton H.S.	508-88-9958	sci/math. teacher
Jim Tucker	Box 105 Dale IL	Mt. Vernon Alternative	329-62-7959	Teacher
Steve Strickland	100 S. 33rd	Mt. Vernon	351-46-1049	teacher
Tom Gholson	Box 246 Crossville	Carmi-White Co H.S.	318-36-7517	Guidance
Jean Ella Boyd	Rt Box 128 Pulaski, IL	Shawnee Com. College	351-50-5690	Admin
Lynn Love	Rt 1 Box 725 Creal Springs	Marion HS, ~~Creal Springs~~		
Jorgenson	PO Box 321 ELKVILLE	ELVERADO H.S.	? ?	Teacher
George Wilkerson	R.R. 3 Benton	Christopher H.S	349-62-6543	Teacher.
Salah Shakir	R2 Box 314 Carterville	SCC	352-68-4685	Director
L[illegible]rolyn Holm	300 Lakeland Paducah	SCC	406-60-3992	Teacher
Ted Oblin	College Rd Ullin, IL 62992	SCC	466-72-3509	Chair BOT Div

TECH PREP

APPLIED ACADEMICS WORKSHOP
"PULLING IT ALL TOGETHER"
JUNE 18, 1992

Name	Address	School/Agency	SOC. #	Position
Marsha Hall	316 N. 12th Mt. Vernon, IL	Waltonville H.	322-42-1525	English teacher
Shirley Payne	508 Jefferson Knoxville, IL	Knoxville High	355-32-4933	English teacher
Donna Young	418 Girard Metropolis, IL	Massac Co. High	402-54-6801	English
Mary Faulkner	Rt 1 Box 42	Vienna High	350-50-0295	Sp Ed
Virginia Page	1931 S. Illinois Carbondale	Carbondale H.S.	361-26-1862	Bus/Voc Coord
Becky Clark	R#3 Oakwood Dr.	Carterville, Il	618-985-6256	English
Bill Lathrop	1901 George	Lawrenceville HS,	349-30-0597	tech
Carol Kroeger	510 N. Main	Anna-Jonesboro CHS	332-28-0971	English
Merle Evans	R4, Box 682	Murphysboro H.S.	328-40-5873	Voc. Director
Gene Manuel	1502 N. Lincoln Robinson	IECC	352-26-0977	Director
Linda Wiggs	2717 Peach Tree Cape Gir. MO	SEMO STATE	488-42-2238	teacher
im Ward	R5 Box 67 McLeansboro, IL	McLeansboro High	404-19-6452	teacher
Bonnie Wright	1304 Willow Dr. Robinson, Ill. 62454		348-36-5780	teacher

TECH PREP

APPLIED ACADEMICS WORKSHOP
"PULLING IT ALL TOGETHER"
JUNE 18, 1992

Name	Address	School/Agency	SOC. #	Position
Marvin Allen	1122 Roberta Dr	Murphysboro H.S.	353-38-9074	Teacher
Richard Dietenbach	Rt 2 Box 462 Anna, IL	Cobden H S	328-35-5386	[illegible]
Barbara Scholl	1706 W. Copeland Marion, Ill	Marion High School	356-44-8007	Teacher
Bryan Cross	Route 1 Box 119 Dahlgren, IL 62828	Mt. Vernon Alternative	333-66-4436	Teacher
Dee Poston	600 E. Cindy Carbondale	Shawnee College	340-26-5144	Tech Prep Dir.
Larry Hancock	RT 8	Benton High	326382257	MATH
Frances Pierce	RR7 Box 466	Marion HS	345-38-2723	Math Teacher
DARBY RYAN	Rt. 1 KARNAK IL	MASSAC CO HS	336403529	TEACHER
KAREN KILMER	RR1 SHAWNEETOWN, IL	SIC-HARRIS.	356448169	BUS DIV CHAIR/FACULTY
Betty Mitchell	126 Maple Zeigler	Z-C. High	354-20-0610	Bus. Teacher
TAMMY McCallum	Rt. 3, Box 28		331-56-9013	Teacher
Beckie Turner	202 W. Main	Franklin Co Reg. Del. Sys.	347-60-2950	Spec. Pop Coor.
MaryAnn Quivey	109 W Church Sparta, Ill 62286	Pinckneyville H.S.	334-54-1331	Science Teacher
Caroline Dakin	Rt 1 - Box 2235 Mounds, IL	Meridian H.S.	338-32-4777	Eng Tchr

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TECH PREP

APPLIED ACADEMICS WORKSHOP
"PULLING IT ALL TOGETHER"
JUNE 18, 1992

Name	Address	School/Agency	SOC. #	Position
Donna Youngblood	6 Douglas Dr. Herrin	Herrin H.S	538-46-7576	teacher
Joyce Basler	1607 Taylor C'dale	SIUC Small Business Incubator	33436-3480	Program Admin. Asst
Brenda Brteter	808 N. 12th Herrin IL 62948	CARTERVILLE	326-38-3566	Math Teacher
R. Walton	RR 6 MtV	MtV. H.S	348-34-8006	Voc
Linda Jenks	701 W Pecan	Carbondale	334-42-0324	Teacher

TECH PREP

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APPLIED ACADEMICS WORKSHOP
"PULLING IT ALL TOGETHER"
JUNE 18, 1992

Name	Address	School/Agency	SOC. #	Position
Dianne Mayberry	P.O. Box 1094	Sesser-Valier H.S.	335-44-2368	math/science Teacher
Wayne Cherry	RR.2 Box 232 Mt.Vernon, IL.	Benton High	351-46-0183	Teacher
Dean Skambach	15 Magnolia	Centralia High	327-32-7002	IND Educ
Ken Meadows	RT1 Mounds	MERIDIAN	334-46-9927	Teach MATH
Linda Jones	RR 1 Box 70 Mboro Il 62966	Mboro H.S	326-40-5722	Bus. Teacher
Faye Mize	P.O. Box 728 Vienna, IL 62995	Vienna H.S.	333-40-5054	Eng. Teacher
Susan Hall	RR1 Box 513 WF		335-40-1772	Eng.
Margie Waalen	2005 Schwartz Salem, Ill	M/C/W RDS		Superintendent
Jim Taylor	Box 520 Carmi	EWWW Reg Syst		Dir.
Larry N. Manker	RR#1 Sesser	MT. VERNON	361-32-8564	TEACHER/ DEPT. HD.

TECH PREP

TECH PREP : Applied Academics
"PULLING IT ALL TOGETHER"

June 18, 1992, 8:30 A.M. - 3:30 P.M.
Rend Lake College

Evaluation Form

Using the scale below, please circle the appropriate rating that best describes your opinion of the probes.

5 = Excellent 4 = Good 3 = Average 2 = Average 1 = Poor

Teaching Area: ____________________

1.) What is your overall perception of this workshop?

43	27	4	0	0
5	4	3	2	1

2.) The organization of content and learning activites was:

41	32	3	0	0
5	4	3	2	1

3.) The instructional materials, handouts, visual aids and sound were:

46	22	2	1	1
5	4	3	2	1

4.) The effectiveness of the presenters were:

5 51	4 21	3 2	2 1	1
				1

5.) The relevancy of subject matter for my work was:

42	30	4	1	1
5	4	3	2	1

6.) The match of my expectations with the actual workshop experience was:

		4	2	1
41 5	25 4	3	2	1

7.) Please take this opportunity to make any open comments on on today's presenter: (Use back of sheet if needed)

Pat Wilson:

8.) I would like to attend another Applied Biology/Chemistry Workshop with more lab exercises and training with the equipment if offered Yes ☐ No ☐ Suggested dates: ____________

9.) Other suggestions to improve the workshop:

TECH PREP
"PULLING IT ALL TOGETHER"
REND LAKE COLLEGE
JUNE 18, 1992

7. PLEASE TAKE THIS OPPORTUNITY TO MAKE ANY OPEN COMMENTS ON TODAY'S PRESENTER-PAT WILSON-

Practice what preaches/ Good humor/ Good pacing/ really knows about theater setting for groups/ excellent/ very well done/One of the best I ever attended/Tried to get too much information into too short of time./ It was not spectific enough for me to understand/I needed more specific examples/Great!/excellent/Motivational/very good/Enjoyed the day/very good but took slides off the screen before I was thru with notes/I would welcome the opportunity to visit her classroom./She's a dynamo and taught me a lot wish all teachers at my school could have been her today./Fantastic/Need classes on writing plans/Great/Very Good/ The material was very heavy and we needed more time to absorb. Overload at 1:00-2:00./Very Dynamic/ Given too short a time for amount of information./Good job/interesting and creative presenter-ideas presented were very useful./Excellent!/Well informed and organized/ good use of time/Effective communicator/Excellent, motivating, enthusiastic/very excellent/She had good balance in her presentation/Pat was great! she was tired at the end and our attention spands were poor at the last activity./Excellent+++/very easy to listen to./great job/Interesting/knowledgeable, helpful, positive role model; delightful/very good presentation/very enthusiastic/Excellent/excellent and enthusiatic speaker/need a 2-day workshop with her/Super!/ all teachers and administrators need workshop/intresting, knowledgeable in her area/Gave me better perception of students and fellow faculty members/More interesting than Tuesday morning !!/ she involved the audience/ she showed applications and watched audience reactions./Excellent job-held my interest all day!

TECH PREP
"PULLING IT ALL TOGETHER"
REND LAKE COLLEGE
JUNE 18, 1992

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9.) OTHER SUGGESTIONS TO IMPROVE THE WORKSHOP:

Strictly organizing day, not the workshop/ make provision for vegetarians for lunch- maybe let them access the salad bar/more time/stretch break in 1 1/2 hour lecture/shorter days 9:00 to 2:00/Have more ideas of actual integration of classes/Excellent workshop/ certainly learned a lot/ appreciate Betty's time/ Would like to see the quality of workshops like this Continue next year/ This was better than ones I attended at Connections '92 Conference/very good/Beneficial/

TECH PREP

APPLIED ACADEMICS WORKSHOP
APPLIED COMMUNICATIONS
JUNE 19, 1992

Name	Address	School/Agency	SOC. #	Position
Jim Taylor	Box 520 Carmi, IL	Edwards, Wabash Wayne White Reg [illegible]		Dir
Kathy Caraway	1710 Linda Ln Olney, IL	East [illegible] H.S.	325420029	Comm. Teacher
Sandra Spence	502 E Main	NCOE	330-44-2137	Eng. Teacher
		Fairfield [illegible]	335-34-6621	Eng. history
Rod Reid	Box 356			
[illegible]			351-36-0486	Eng.
[illegible] Wilson	SWHS	Pease		
[illegible]	[illegible]	[illegible]	[illegible]-5690	Adm. [illegible]
[illegible]	[illegible]	[illegible]	[illegible]-985-6256	Eng
[illegible]	[illegible]	[illegible]	[illegible]-1837	Eng Teacher
[illegible]	[illegible]	[illegible]	[illegible]-0192	Teacher
[illegible]	[illegible]	[illegible]	[illegible]222	Teacher
[illegible]	[illegible]	[illegible]	[illegible]	Math
[illegible]	[illegible]	[illegible]	[illegible]	Teacher
[illegible]	[illegible]	[illegible]	[illegible]	Teacher
[illegible]	[illegible]	[illegible]	[illegible]	Teacher
[illegible]	[illegible]	[illegible]	[illegible]	Spec Pops Coor
[illegible]	[illegible]	[illegible]	[illegible]	Math Tchr
[illegible]	[illegible]	[illegible]	[illegible]	English

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TECH PREP

APPLIED ACADEMICS WORKSHOP
APPLIED COMMUNICATIONS
JUNE 19, 1992

Name	Address	School/Agency	SOC. #	Position
Linda Jones	R1 Box 70 Mboro IL 62966	Mboro HS	326405722	Bus. Teacher
Linda Curtis	701 W Pecan Carbondale Il	Mboro H S	334-42-0324	Teacher

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Attending 815

TECH PREP

APPLIED ACADEMICS WORKSHOP
APPLIED COMMUNICATIONS
JUNE 19, 1992

Name	Address	School/Agency	SOC. #	Position
Jean Cannon	104 W 6th St HB	Mt Carmel High	349-54-0844	Teacher
Jesse Joiner	9 Juanita PL BELLEVILLE IL	Edwardsville	358 40 4278	TEACHER
Mike Rosselli	EUBANKS ST Norris City	NCOE H.S	330-34-0522	PRINCIPAL
Nancy Nelson	Rt 1 Box 283 West Salem 62476	Edwards County High School	351-46-0813	Business Teacher
Audrey Payne	508 Jefferson Knoxville, IL	Knoxville High	353-32-4933	English teacher
Sheri L Hunter	RR 3 Box 343 Marion	Carterville H.S	345-38-2059	Eng.
Catherine "Kay" Howell	108 [illegible] Marion IL 62959	Marion High School	524-50-5944	Vocational Comm. Art & Fine Art Visual
[illegible]	RR 1 Bo[illegible] W. F[illegible]	[illegible]	335-40-6772	ENGLISH
Floyd Koehler	P.O. Box 17[illegible] Vienna [illegible]	[illegible]	[illegible]	Science
Faye [illegible]	P.O. Box [illegible] Vienna [illegible]	[illegible]	333-40-5054	English [illegible]
Mary Ann [illegible]	109 W [illegible]	[illegible]	334-56-1331	Science
Donna Hager	7 Forest Alton IL 62002	Alton H.S	353-32-7446 or	Teacher – Communication Division Chair
Diane Hutchins	RR 1 Box 71 Brighton, IL 62012	Alton H.S	35[illegible]-48-7898	Teacher Communication

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TECH PREP

APPLIED ACADEMICS WORKSHOP
APPLIED COMMUNICATIONS
JUNE 19, 1992

Name	Address	School/Agency	SOC. #	Position
Dave Smith	Rt. A-1 Box 294 Cobden, IL 62920	Shawnee Jr.-Sr. High School	337-46-9770	H.S. English
Tom Gholson	Box 246 Crossville, Il	Carmi-White Co H.S.	318-36-7517	Guidance
Terry Herndon	10 Dora Lane Newton, IL	West Richland H.S.	312-48-8250	English
Steve Grubb	R#1, Box 265 Albion, Il	Edwards Co High School	322-42-2331	English
Linda Wiggs	2717 Peachtree Cape Girardeau	SEMO State	488-42-2238	Bus Ed
Diane Byrd	2520 Washington	Massac Co	355-42-3251	HS. Eng. Spec
Sue Stewart	R[illegible] MT. Verno[illegible]	[illegible]	[illegible]-31-8343	HS Eng.
Gene Manuel	1502 N. Li[illegible] Robert[illegible]	[illegible]	352-26 0977	DIR TECH PREP
Ernest [illegible]	719 [illegible] Pinckneyville 62274	[illegible] High [illegible]	[illegible]36-42-1873	English
[illegible] Dufield	RT. 2, Box 462 ANNA, IL 62906	Cobd[illegible] H.S.	328-34-5386	MATH/Eng
Caroline Dakin	Rt. 1 Box 223 Mounds,	Meridian H.S.	338-32-4777	English II
Ruth Smith	Rt. 1 Box 69 [illegible]	[illegible] H.S.	338-74-3910	Computer

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TECH PREP

APPLIED ACADEMICS WORKSHOP
APPLIED COMMUNICATIONS
JUNE 19, 1992

Name	Address	School/Agency	SOC. #	Position
Karen Klimer	RR1 Shawneetown	SIC - Harrisburg	356448168	Bus Div Chair / Faculty
Dan Brandt	9577 Hwy 13 W	Harrisburg H.S.	356-44-8725	Eng Dept Chair
Jim Miller	903 ~~Oakland Ave~~ Oakland Ave	Mt. Vernon H.S.	402-54-5507	Teacher English

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TECH PREP

[illegible] APPLIED ACADE[illegible] [illegible]SHOP
APPLIED COMM[illegible]TIONS
JUNE [illegible]

Name	[illegible]	[illegible]	[illegible]	**Position**
Donna Young	[illegible]	Massac [illegible]	[illegible]-2801	Teacher
Brenda S[illegible]	[illegible]	[illegible]	[illegible]-7859	Eng. Teach
JOE FR[illegible]	[illegible]	[illegible]	[illegible]-8457	TEACHER
Bonnie F[illegible]			[illegible]-42-1776	Teach
DARBY R[illegible]			[illegible]-42-3529	TEACH.
Lisa H[illegible]			[illegible]-68-[illegible]	Teacher
Jon [illegible]			[illegible]-4992	principal
George [illegible]			[illegible]626545	Teach
Mike M[illegible]				Teacher
Joyce [illegible]			[illegible]0	Program Admin Asst.
J. Jo[illegible]			[illegible]	[illegible]
[illegible]sa S[illegible]			[illegible]7200	[illegible] Teacher
Brad[illegible]				[illegible] Teacher

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TECH PREP

APPLIED ACADEMICS WORKSHOP
APPLIED COMMUNICATIONS
JUNE 19, 1992

Name	Address	School/Agency	SOC. #	Position
Joe Cooper	R.R. 5 Box 454 Mt Vernon IL	Mt. Carmel H.S.	358-40-7665	Teach
Kent Wheeler	401 South Court	Grayville H.S	334 36 4067	Teache
Carol Kroeger	510 N. Main Anna	Jonesboro CHS	332-28-0971	Teache
Bonnie Wright	1304 Willow Dr Robinson, Ill	Red Hill Jr High Sumner, Ill	34836-5180	Teacher
Donna Youngblood	4 Douglas Dr Herrin	[illegible] HS	[illegible]846-7576	Teacher
Dee Poston	600 E Unity Carterville	Shawnee College	340-26-5104	Tech Prep Dir
Dean Sky[illegible]	[illegible]	[illegible]	[illegible]2-7002	Teacher → [illegible]
Kenneth R. Kirk[illegible]	[illegible]	[illegible]	[illegible]0207	Eng Teacher
Sulah Shak[illegible]	[illegible]	[illegible]	[illegible]4685	Director
Sally J. Billingsley	[illegible] Anna	[illegible]	[illegible]-6038	Science/[illegible]
Susie Wea[illegible]	[illegible]	[illegible]	[illegible]4-5304	Teacher
Ted Hohn	College Rd Ullin IL 62992	[illegible] CC	466-7[illegible]-3509	Chair BOT DIV
Robert Huntley	P.O. Box 32 Cone, IL 62823	[illegible] H.S	[illegible]4-2518	Ag Teacher
Donna Mahoney	P.O. Box [illegible]	[illegible]	[illegible]44-2368	Teacher

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TECH PREP

TECH PREP : Applied Academics
APPLIED COMMUNICATIONS

June 19, 1992, 8:30 A.M. - 3:30 P.M.
Rend Lake College

Evaluation Form

Using the scale below, please circle the appropriate rating that best describes your opinion of the probes.

5 = Excellent 4 = Good 3 = Average 2 = Average 1 = Poor

Teaching Area: ____________________

1.) What is your overall perception of this workshop?

	8	26	13	3
5	4	3	2	1

2.) The organization of content and learning activites was:

	15	16	11	7
5	4	3	2	1

3.) The instructional materials, handouts, visual aids and sound were:

2	24	17	9	0
5	4	3	2	1

4.) The effectiveness of the presenters were:

5	4	3	2	1
3	16	19	11	5

5.) The relevancy of subject matter for my work was:

5	4	3	2	1
9	14	13	16	

6.) The match of my expectations with the actual workshop experience was:

5	4	3	2	1
1	9	14	11	13

7.) Please take this opportunity to make any open comments on on today's presenter: (Use back of sheet if needed)

Dorothy Winchester:

8.) I would like to attend another Applied Communication Workshop if offered. Yes ☐ No ☐ Suggested dates: ____________

9.) Other suggestions to improve the workshop:

TECH PREP
APPLIED ACADEMICS
APPLIED COMMUNICATIONS
JUNE 19, 1992
REND LAKE COLLEGE

7.) PLEASE TAKE THIS OPPORTUNITY TO MAKE ANY OPEN COMMENTS ON TODAY'S PRESENTER:
DOROTHY WINCHESTER:

Could have been better./Articulate presenter but not meet my needs. I am familiar with TECH PREP and Applied Communications and wanted a explanation of the 15 units that are used in the schools./This speaker on the high school/college level. I was in hopes there would be more applied communications and how to integrate Voc. and Academics communications./She knew her material very well. Sorry the audience was tired./This workshop was not what I expected. I was Disappointed./She should have used applied techniques./Poorly organized./Very effective./Knew material well./Could be peppier-but so could have the audience,/Workshop moved rather slowly./knowledgeable./Very knowledgeable and very helpful is seeing how the applied communications relates to the other areas./Good presenter./I felt she did a good job though more"hands on" types of activities might have been more helpful./o.k./Good presenter. The material is just not challenging./The presenter was well prepared. However the subject matter was unfamiliar to me./ I needed a better background before I attended the workshop./Good presenter. She would have been better if she had known ahead of time the make-up of the group./She knew the material well, but should have practiced what she was teaching as to do. Too lecture oriented! Many people were getting sleepy./Morning session more informative, afternoon slow and drawn out./Too much lecture-too general./

TECH PREP
APPLIED ACADEMICS
APPLIED COMMUNICATIONS
JUNE 19, 1992
REND LAKE COLLEGE

PAGE 2

9.) OTHER SUGGESTIONS TO IMPROVE THE WORKSHOP:

Incorporate teachers who have actually used the materials and can answer questions./Need more examples of direct application./Much more relevant to in-class activities./Be more specific with examples and make them relevant to reality./More enthusiasm. Communications should not be dull./I thought we had too much discussion time-make it tighter. By the way, the temperature was perfect./Good topic-Do not feel she communicated on an adult level./The majority of the participants knew this morning's material./Better organized. Have a teacher who has an on going program present the workshop./Practical applications of the applications curriculum./Specific lesson plans. ready to use activites less explanation of TECH PREP and Applied Communications./If have another Applied Comm. workshop next year, organize as participant workshop-next level-when small groups could meet-develop strategies./Have tasks more challenging./The material given today was so obvious. I can't imagine the teacher who does not already know more of this./I believe the session would have been better located in a smaller room. More group participation might have been better as well./

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

July 13, 1992

Ms. Lisa Taylor
c/o Carol Spencer
Cedar Valley College
3030 N. Dallas Avenue
Lancaster, TX 75134-3799

Dear Ms. Taylor:

On behalf of the Franklin County Regional Delivery System TECH PREP Project, we would like to extend our appreciation for your presentation at our TECH PREP Applied Academics Workshop in June. We feel and believe it was a tremendous success because of the coordination and collaboration of many projects, which enabled us to bring top quality trainers such as you each day for the entire week. Because YOU came to Southern Illinois and did a great job in your presentation, our week-long workshop was outstanding!

We look forward to the new year in TECH PREP planning, implementing, and training. Please keep in touch and we hope to be able to have more training sessions in the near future.

Sincerely,

Betty Musgrave

Betty Musgrave
TECH PREP Director

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

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Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
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July 13, 1992

Dr. Leno Pedrotti
Center for Occupational
Research and Development
601 C Lake Air Drive
Waco, TX 76710

Dear Dr. Pedrotti:

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We are looking forward to August 3-4 for an encore type teacher training workshop with you and Applied Mathematics teachers. We will begin the process of duplicating and assembling handouts as soon as we hear from you. Enclosed you will find a copy of the announcement for the TECH PREP, Applied Mathematics I, Teacher - Training Workshop II.

We look with great anticipation to the new year in TECH PREP planning, implementing, and training! Thank you again for your coming to Southern Illinois.

Sincerely,

Betty Musgrave

Betty Musgrave
TECH PREP Director

Enclosure

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Regional Superintendent of Schools
Franklin County
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Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

July 13, 1992

Ms. Dorothy Winchester
Agency for Instructional Technology
Box A
Bloomington, IN 47402

Dear Ms. Winchester:

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Asst. Regional Superintendent

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Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

July, 13, 1992

Mrs. Pat Wilson
810 Eddington Ct.
Bloominton, IL 47401

Dear Mrs. Wilson:

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TECH PREP Director

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Asst. Regional Superintendent

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Betty Musgrave
TECH PREP Director

Enclosure

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July 13, 1992

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TECH PREP Director

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Sincerely,

Betty Musgrave

Betty Musgrave
TECH PREP Director

8. OBJECTIVE

Develop a formal plan for the integration of academic and vocational instruction at the new Technical Preparation sites within the Regional Delivery Systems.

PROCEDURES

Representatives of the Rend Lake Regional Delivery System, Franklin County Regional Delivery System and Rend Lake College will draw up a formal plan for the integration of academic and vocational instruction.

PERSONS RESPONSIBLE

Project Director
System Representatives

DUE DATE

March, 1992

EVALUATION

Evaluate the formal plan for the integration of academic and vocational instruction at the new Technical Preparation sites within the Regional Delivery System.

ABSTRACT

8. OBJECTIVE

Description of Activities

1.A.1 Enclosed is a copy of the Applied Academics curriculum locations for the present time. After the correlation process and orientations with the Superintendents and Principals, we are experiencing many attitudal changes concerning the applied academics. Showing the tie in with the School Improvement Plan and how the applied academics support and will be beneficial to teachers to select the exact activities to cover the local objectives and assessments is certainly an asset for winning over Principals and Administrators. Also the fact that we are implementing our Model for Criteria for Selection for a TECH PREP student which will be utilized in the Spring registrations, we feel will render many benefits to the TECH PREP initiatives. I am anticipating a major change in additional locations on this form by the next narrative report in March.

1.A.2 An updated version of TECH PREP Applied Academics Curriculum Locations will be finalized and included in the FY '93 1st Quarterly Report. Because of changes in Superintendents at Sesser/Valier High School and Thompsonville High School, course curricula and assignments have not been finalized.

1.A.3 These High Schools have indicated their desire to be a new TECH PREP site for FY '93:

FRANKLIN CO. REGIONAL DELIVERY SYSTEM:

Benton High School
Sesser/Valier High School
Thompsonville High School

JACKSON/PERRY REGIONAL DELIVERY SYSTEM

Pinckneyville High School (resides in Rend Lake College School District)

An Early August meeting will be set to orient Superintendents to the Criteria to be a TECH PREP Site; Identification of a TECH PREP Student; and the Collaboration of the Applied Academics with Local Objectives.

Spring '93

TECH PREP

FY 93
+ Tech Prep Sites

APPLIED ACADEMICS CURRICULUM LOCATIONS

FRANKLIN CO. REG. DEL. SYS.	PRIN. OF TECH	APPLIED COMM.	APPLIED MATH I	APPLIED MATH II	BIOLOGY/CHEMISTRY
CHRISTOPHER HIGH SCHOOL			X		
*W. FRANKFORT COMM. UNIT	X	X Delivered T.P. '92	X Delivered T.P. '92	Pilot Site '92 CORD	X Sc. Lit. (Spring '92)
*ZEIGLER/ROYALTON COMM. UNIT	X	T.P. '92	X T.P. '92		X Sc. Lit. (Spring '92)
* BENTON HIGH SCHOOL	x	X	X		Pilot Site '92 CORD
* SESSER-VALIER COMM. UNIT			X		
* THOMPSONVILLE HIGH SCHOOL			X		
* Pinckneyville High School					

REND LAKE AREA REG. DEL. SYS	PRIN. OF TECH	APPLIED COMM.	APPLIED MATH I	APPLIED MATH II	BIOLOGY/CHEMISTRY
WEBBER HIGH SCHOOL		X			
*WAYNE CITY HIGH SCHOOL	X '91	Pilot Site '91	Pilot Site '91		X '92
*MT. VERNON TWP. HIGH SCHOOL	X '92	Pilot Site '91	Pilot Site '91		Pilot Site '91
MCLEANSBORO HIGH SCHOOL		X			
WOODLAWN COMM. HIGH SCHOOL		Pilot Site '91	Pilot Site '91		Pilot Site '91
WALTONVILLE HIGH SCHOOL		X	X		

* '92 TECH PREP SITES
X = Being Taught

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HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
202 West Main Street
Benton, Illinois 62812
Telephone: (618) 438-9711 - FAX: 435-2861

FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM
BOARD OF CONTROL
APRIL 30, 1992

AGENDA

Consider employment of Joe Wilkerson as System Director on a 100 day contract for the 92-93 school year.

Consider employment of Beckie Turner as Special Populations Coordinator for the 92-93 school year.

Review of 91-92 VEDS claims data by the system director.

Discuss setting of a date to develop long range goals for vocational education in Franklin County.

Tech Prep update -Orient Board of Control on the highlighting of our TECH PREP program and disseminate the live TECH PREP teleconference Video.

DISCUSS-
- -draft of the TECH PREP Business Manager and Engineer Technician Course of Studies.
- -possible TECH PREP sites for FY '93.
- -FY '93 TECH PREP Continuation grant.
- -attendance to the TECH PREP Applied Academics Summer workshop.

Other items.

TECH PREP

Franklin County Regional Delivery System
TECH PREP Project
Course Enrollments

FY 91 - 92

TECH PREP Sites	Appl. Math I	Appl. Math II	Appl. Biol/Chem	Appl. Comm.	Prin. of Tech. I	Prin. of Tech. II	FY '91-92 TOTALS
West Frankfort H.S.	0	21	**40	**25	11	4	101
Zeigler/Royalton H.S.	**30	0	**31	**105	11	11	188
Mt. Vernon High H.S.	21	0	0	18	15	0	54
Wayne City H.S.	18	0	15	41	13	0	87
TOTALS	69	21	86	189	50	15	430

**CORD AND AIT CURRICULA INTEGRATED INTO EXISTING CLASSES

ALL THE REST ARE CORD AND AIT CURRICULA APPLIED ACADEMIC CLASSES

TECH PREP

serving
Franklin County Regional Delivery System
Rend Lake Area Regional Delivery System
REND LAKE COLLEGE

CRITERIA TO BE A TECH PREP SITE

The school and/or AVC in order to be considered to be a TECH PREP Site will agree to:

1. Offer or make available for students stand-a-lone applied academic classes and/or integrate applied academics; such as, Applied Mathematics, Applied communication, Principles of Technology I, Principles of Technology I and Applied Biology/Chemistry as the units are made available.

2. Utilize a committee approach, academic and vocational teachers meet to compare and integrate local learner objectives with respect to applied academics and the Illinois State Goals for Learning.

3. Follow-up to the committee meetings, review local assessment instruments and analyze for inclusion of applied academics test items in the curriculum areas of mathematics, science and communications.

4. Develop a local or regional strategic plan and implement by FY 1993 to identify students that meet the determined criteria for a TECH PREP program (Course of Study). This plan will be on file with the TECH PREP Director for the purpose of final reporting to the State Board of Education.

5. Review annual assessments of district goals to determine baseline data of TECH PREP Students for followup studies to be utilized with the School Improvement Plan.

6. Annually review and require Lesson Plans that show the inclusion of applied academics into the curriculum.

7. Allow applied academic instructors and appropriate vocational teachers to have joint planning periods for the purpose of articulating the theory and lab content of the curriculum.

8. Support and allow instructors to attend staff development workshops required for TECH PREP initiatives.

9. Support the needs assessment of vocational teachers and academic teachers for staff development needed for computer usage.

10. Support and abide by the Objectives of the TECH PREP Grant, ***ISBE TECH PREP EXPECTATIONS of planning year and ISBE TECH PREP Year Two EXPECTATIONS. (SEE ATTACHMENTS)**

11. Withstand an annual TECH PREP audit on the above list.

*** NEW 1992 Revisions**

TECH PREP

serving

Franklin County Regional Delivery System
Rend Lake Area Regional Delivery System
REND LAKE COLLEGE

CRITERIA TO BE A TECH PREP SITE

The **TECH PREP EXECUTIVE COMMITTEE** has the right to withdraw TECH PREP privieges, equipment, and curriculum to any school or AVC that is not complying by the Objectives of the TECH PREP Program. Resources, curriculm, and equipment will be distributed to other TECH PREP sites as determined by the TECH PREP EXECUTIVE Committee.

REND LAKE COLLEGE

President

Date

REND LAKE AREA REGIONAL DELIVERY SYSTEM FOR VOCATIONAL EDUCATION

Board of Control Chair Date

School

Superintendent Date

Principal Date

FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM

Board of Control Chair Date

School

Superintendent Date

Principal Date

TECH PREP

9. OBJECTIVE

Identify equipment, software, resources, and curriculum necessary for implementation of the new Technical Orientation and Skill Level curriculum.

PROCEDURES

Project Director and LEA's of potential Technical Preparation sites will identify equipment, software, resources and curriculum needed to implement the Technical Orientation and Skill Level.

PERSONS RESPONSIBLE

Project Director
LEA's
Instructors

DUE DATE

March, 1992

EVALUATION

Prioritize identified equipment and resource needs of Technical Preparation sites to implement the newly developed courses of study.

ABSTRACT

9. OBJECTIVE

Description of Activities

1.A.1 Equipment will be identified after panels from Business and Industry has specified what Industry expects from an Engineer Technician, Business Manager and Courses of Study has been developed for each program. On-going

1.A.2 The TECH PREP Director will be attending the Rend Lake Area Regional Delivery System Board of Control, on May 12 for the purpose of gathering information on TECH PREP Sites for next years' TECH PREP. Those existing TECH PREP sites have been asked for equipment lists needed for teaching the Engineer Technician and Business Manager. See Attachments for some Equipment lists; other lists are pending from undetermined TECH PREP site schools.

1.A.3 On April 9, 1992 the TECH PREP Director attended The Egyptian Educational Service Center "Fifth Annual Technology Showcase: Solutions at Work" workshop. At this workshop I was able learn about new technologies and software packages that may be recommended for the TECH PREP Courses of Studies. ClairsWorks, Computer Literacy, Interactive Video Disk Players and Desktop Publishing Software were some of the items that were investigated for possible TECH PREP recommendations.

1.A.4 Equipment, Software, Resources and Applied Curriculum necessary for the ideal implementaton of the new TECH PREP Orientation and Skill Level Curriculum has been sought, compiled and shown in the TECH PREP Instructional and Equipment Needs correlated with TECH PREP Objectives and included in the TECH PREP Proposal for FY 92-93.
Since the writing of the proposal, an additional "new" Superintendent from Thompsonville has indicated that he wanted Thompsonville High School to be a TECH PREP Site this year. So these needs have increased since the writing of the proposal.

Egyptian Educational Service Center
1006D North Carbon
Marion, Illinois 62959

EGYPTIAN EDUCATIONAL SERVICE CENTER

The Fifth Annual

TECHNOLOGY SHOWCASE: SOLUTIONS AT WORK

Thursday, April 9, 1992
8:30 a.m. - 3:15 p.m.
Holiday Inn, Marion, Illinois

- * ***SEMINARS*** - 13 different featured presentations (See descriptions and schedule)
- * ***EXHIBITS*** - Vendors showcasing the latest hardware and software

Egyptian ESC Staff

Technology Consultants

Pat Brey
Alexander, Johnson,
Massac, Pulaski
& Union Counties
1-800-322-1239

Janet Bradley
Jackson/Perry Counties
357-3637

Cheryl Patterson
Williamson County
997-1301

Marla Harp
Franklin County
438-9711

Martha S. McCreery
Gallatin, Hardin
Pope & Saline Counties
253-5581

EESC Governing Board

Barry Kohl, Chairperson
Donald Brewer, Vice-Chairperson
Jerry Johnson, Secretary

Donald Beggs
Larry Drake
Susan Malkovich
Karla Patton

Jim Butler
William E. Hull
Leslie McCollum
Herman Stettler

David Hindman, Administrative Agent

John Gardner, Manager

MISSOURI ROOM SESSION DESCRIPTIONS

Great

ClarisWorks
Presenter: Michelle Kennedy, Account Manager, CLARIS Software
ClarisWorks is a fully integrated software package with word processor, spreadsheet, database manager, drawing module, page layout, charting and communications. See a demo of the only education package needed!

Teaching, Learning, and Technology - A Planning Guide
Presenter: Linda Smith, Account Executive, Apple Computer, Inc.
This multimedia tool provides the opportunity to research and collect text, audio and video information throughout the technology planning process. Then the Presentation Maker allows the creation a powerful multimedia presentation.

Good

Apple to Mac to IBM and Back
Presenter: J. P. Dunn, Educational Consultant, Computer Corner
This presentation will demonstrate the ability of a Macintosh computer to transfer and read data to and from an Apple IIe, an IBM, and a Macintosh. Bring your own data disk and see how easy this process has become.

Macintosh System 7 and Beyond (Pre-Registration Required)
Presenter: Steve Outten, Education Consultant, Computer Corner
This two hour "hands-on" session will review basic operations of the Macintosh computer and introduce participants to the most current operating system for the Macintosh - System 7.

KENTUCKY ROOM SESSION DESCRIPTIONS

IBM DOS 5.0 and Windows (Pre-Registration Required)
Presenter: Bruce Fisher, Educational Services Director, MicroAge
This two hour "hands-on" session will be geared for those who would like to review basic DOS functions and commands and discuss new features of DOS 5.0. An introducton to MicroSoft Windows will also be presented.

Computer Utilization In The Classroom
Presenter: Patricia J. Fewell, Dir., Instructional Materials Center, EIU
This session will provide an overview of various ways in which the computer can become an integral part of any classroom. Information will be provided on developing lesson plans using available software and criteria for evaluating and selecting software for use in the classroom.

CD-ROM Smorgasbord
Presenter: Dr. Carl Hoagland, Executive Director, RCET
This sesson will explore the complete range of materials currently available on CD-ROM. See and sample the most popular selections!

TECHNOLOGY SHOWCASE: WHAT'S NEW IN TECHNOLOGY AND EDUCATION
THURSDAY, APRIL 9, 1992 - HOLIDAY INN, MARION, ILLINOIS

8:00 - 8:30 REGISTRATION and EXHIBITS

TIME	MISSOURI ROOM	KENTUCKY ROOM	INDIANA ROOM	ILLINOIS ROOM
8:30-9:20	ClarisWorks	IBM DOS 5.0 and Windows	Digicard Networks for Apple, Mac, & IBM	E
9:30-10:20	Teaching, Learning & Technology Guide	HANDS-ON DOUBLE SESSION	The Best Software Titles of 1992	X
10:30-11:20	Apple, Mac, IBM and Back - File Transfer	Computer Utilization in the Classroom	Multimedia Showcase	H I
11:30-12:50	LUNCH AND	EXHIBITS		B
1:00-1:50	Hands-On - Macintosh System 7 and Beyond	CD-ROM Smorgasbord	Telecommunications Frontier	I T
2:00-2:50	HANDS-ON DOUBLE SESSION	The Building that went Computer!	MacHomework Hotline	S

2:50-3:15 Drawing for Door Prizes in Exhibit Area
Must be present to win.

VENDORS NOW SCHEDULED TO EXHIBIT IN THE ILLINOIS ROOM INCLUDE:

- Central Indiana Marketing
- Connecting Point Computer Center
- Future Tech Micro
- O'Donnell Educational Resources
- Scholastic
- Computer Corner
- Educational Resources
- MicroAge
- Scantron

PLUS OTHERS!

KE[illegible] ROOM SESSIONS DESCRIPTIONS - CON'T

The Building That Went Computer!
Presenters: Paula Segraves, Jane Simmons, and Cindy Black.
East Side Elementary School, Harrisburg, IL
Take a walking video tour to see how one elementary school has embraced the use of computers. Attendees will see the morning weather show, watch a class read computer books, visit the office and media center in addition to several individual classrooms.

INDIANA ROOM SESSION DESCRIPTIONS

Digicard Networks for Apple, Macintosh, and IBM
Presenter: Dr. Dorothy O'Donnell, O'Donnell Educational Resources
Participants will be shown the capabilities of the Digicard network and how it can be their school computer network solution for Apple, Macintosh, and IBM.

The Best Software Titles Of 1992 and How to Choose Them
Presenter: Pat Cusick, Educational Resources
America's largest supplier of educational software to the schools will give an informative overview of the best software. The overview will include the top twenty educational programs.

Multimedia Showcase
[illegible] -Pierce, Scholastic Educ. Technology Rep.
[illegible] using multimedia for innovative teaching includes: [illegible] ova, Point of View, Bank Street Writer and SuperPrint.

The Telecommunications Frontier
[illegible] McCoy, ISBE Educational Consultant
This s[illegible] vide a description of both the whys and hows of computer [illegible] munications. What equipment and software is needed and wha[illegible] there waiting for you, a telephone call away.

[illegible] ework Hotline
Presenter: Rich Hall, Computer Corner
MacHom[illegible] is a hardware & software telecommunication solution that provides telephone access to daily classroom assignments or activities, school announcements, or any other information that may be of interest to your academic community.

BEST COPY AVAILABLE

4/9/92 **TECHNOLOGY SHOWCASE - REGISTRATION FORM** 4/9/92

NAME: ______________________ SS#____-___-______

SCHOOL DISTRICT: ______________________

Note: Registration for the two following hands-on sessions is limited due to equipment needs. Registrations will be taken on a first come first serve basis.

I would like to attend the double hands-on session on "IBM DOS 5.0 and Windows".
Pre-registration required. _____ yes _____ no

I would like to attend the double hands-on session on "Macintosh System 7 and Beyond".
Pre-registration required. _____yes _____no

Mail to:
Egyptian ESC - Technology Showcase
1006D North Carbon
Marion, IL 62959

Registration Deadline: Wednesday, April 1, 1992
Registration Fee: $20.00 (includes lunch)
Make checks payable to: Egyptian ESC - Technology Showcase

(Duplicate as needed.)

TECH PREP /

Instructional and Equipment Needs

MASTER OBJECTIVE LISTING CROSS-REFERENCES

OBJ.	INSTRUCTIONAL MATERIALS	TOTAL INSTRUCTIONAL	EQUIPMENT	LOCAL MATCH	TOTAL EQUIP. REQUEST	TOTAL INSTR. + EQUIP.	DATE OF COMPLETION
OBJ. 1	Summer Computer / Keyboarding Instructor (Consultant)	$ 1,000.00				$ 1,000.00	
	20 Students x $8	$ 160.00				$ 160.00	
	Teachers Manual	$ 10.00				$ 10.00	
	Training Diskette	$ 65.00				$ 65.00	
	"Touch Type Your Computer in 4 Hours" on Diskette	$ 65.00				$ 65.00	
OBJ. 2	Workplace Readiness Laser Discs (7 sites @ $1,800)	$ 12,600.00	Laser Disc Players (7 @ $900)		$ 6,300.00	$ 18,900.00	
	Cooperative Education Coordinator (Consultant)	$ 1,920.00				$ 1,920.00	
	Books and Supplies	$ 500.00				$ 500.00	
	Travel	$ 500.00				$ 500.00	
OBJ. 3	None; Photo-Copying / Meeting Room Expenses						
OBJ. 4 *	Computer Paper / Forms / Discs						
OBJ. 5	Computer Paper / Duplication / Assessment Forms						
OBJ. 6 (a)	Implementation of Business Manager:		Macintosh Computers (15) for 7 sites @ $1,850		$ 194,250.00	$ 194,250.00	
SHARING LABS	Desktop Publishing for CORE Business Management Course of Study PageMaker, Educational Version Software Computers (15) for 7 sites = 105 computers 105 @ $199 each software =	$ 21,000.00	(Share Computer and Teaching with Desktop for Writing / Editing Assignments)			$ 21,000.00	
			Laser Printers (2) for 7 sites @ $2,800		$ 39,200.00	$ 39,200.00	
	Applied Communication Writing Software 7 sites @ $300	$ 2,100.00				$ 2,100.00	
	Applied Communication Modules 3 sites @ $311.50	$ 934.50				$ 934.50	

* Collaboration mini-grant

TECH PREP / Instructional / Equipment Needs (cont.)

MASTER OBJECTIVE LISTING CROSS-REFERENCES

OBJ.	INSTRUCTIONAL MATERIALS	TOTAL INSTRUCTIONAL	EQUIPMENT	LOCAL MATCH	TOTAL EQUIP. REQUEST	TOTAL INSTR. + EQUIP.	DATE OF COMPLETION
'91-92 (cont.)	Implementation of Industrial Tech – Year Two						
	Principles of Technology I Curriculum 1-7 – 1 Site	$ 325.50	Principles of Technology I Student Stations (4) Equipment		$12,384.00	$ 12,709.50	
			Teacher Demo (1) Equipment		$ 1,528.49	$ 1,528.49	
	Principles of Technology II		Principles of Technology II 2nd-Yr. Student Stations Equipment – 20 @ $3,275 for 4 Sites		$ 65,500.00	$ 65,500.00	
	Instructional Materials – 4 Sites	$ 1,302.00				$ 1,302.00	
	Videos (Copied) – 4 Sites	$ 168.00				$ 168.00	
			2nd-Yr. Teacher Demos (4) 8-14		$ 1,200.00	$1,200.00	
	Electronic Workbench Software (2 Sites @ $314)	$ 628.00				$ 628.00	
OBJ. 6 (b) SHARING LABS	Implementation of Engineer Technician		IBM-Compatible Computers (20) for Teaching Applied Math I & II, Applied Physics and Auto / CAD for 7 sites		$224,000.00	$ 224,000.00	
	Applied Physics Software (25 Stations)	$ 6,375.00				$ 6,375.00	
	Applied Mathematics Software Packages of IES "Every Day Math" (25) for 4 Sites	$ 6,650.00				$ 6,650.00	
			Plotters 8 @ $4,595		$ 36,760.00	$ 36,760.00	
	CAD / Drafting Software (20) for 4 sites @ $645 each	$ 51,600.00				$ 51,600.00	
			Applied Math I, II Equipment / Resources for 7 sites @ $3,800		$ 26,600.00	$ 26,600.00	
	"Intro to Auto / CAD" Video Training for 4 Sites	$ 2,210.00				$ 2,210.00	
OBJ. 6	Applied Biology / Chemistry Units 3 sites @ $325.00	$ 975.00	Applied Biology / Chemistry (30) for 7 sites (Estimate for Labs)		$ 35,000.00	$ 35,000.00	
OBJ. 7	Purchasing of Objective 6						
OBJ. 8	Staff Development. See Appendix						

* Collaboration mini-grant

36acc. 7n

[illegible] #2

Mrs. Betty Musgrave
c/o Barry Kohl
Reg. Supt. of Schools
202 W. Main St
Benton. Illinois 62812

Dear Betty.

AVC DRAFTING/CAD continues to experience a large number of students who are high achievers that eventually complete bachelors degrees in Engineering, Architecture, Engineering Technology. and Industrial Technology. Other students enrolled will complete associate degree technical programs at community colleges or private trade schools. In order to continue to provide these students with beginning skills in CAD (an important skill in all the above mentioned educational and career paths), we must continue to seek funding for additional CAD work stations. The following is a list of equipment needed to establish a CAD work station:

1 386sx 25mhz Weltech Computer
System in 4 bay Desk Top
Case consisting of the following:

25mhz mother board
1 Teac 1.4 or 1.2 floppy
4 meg of memory
1 IDE controller
2 Serial Ports
1 Parallel Port
1 Game Port
1 Genius 12 x 12 Tablet
1 16 Bit VGA Video Card with 512K 1 14" .28 Super VGA Color Monitor
1 40meg IDE Hard Drive 1 101 BTC Keyborad
1 Math Co-processor

Cost $1.600.00 x 8

The above work station is complete except for output (plotter). Our present plotters are receiving heavy use and are becoming obsolete. Eventually they will develop problems. Therefore, we would further seek to include a plotter with any addition of CAD stations. The following is a recommended plotter which could serve two or more new stations:

CALCOMP 2024 A-D SIZE

Cost $3.700.00 x2

Students from Wayne City, Waltonville and Bluford are taking advantage of the Drafting/CAD instruction provided at the AVC. Soon, steps will be taken to begin articulation with Rend Lake College for credit in beginning college CAD courses. In addition, young ladies are beginning to show great interest to pursue careers in the non-traditional technical areas related to drafting.

Please pursue funding for as many work stations as possible to help move the AVC DRAFTING/CAD forward until the lab has at least 10 or more work stations. Thank you for your consideration.

Sincerely,

Larry N. Manker

Larry N. Manker
Drafting/CAD
Instructor

Auto Cad Release 11. $1500 Software per Computer

TECH PREP

10. OBJECTIVE

Develop a plan for implementing the sequential four- to six-year courses of study for Business Management and Engineering Technology that will increase participant academic achievement and will meet industry standards.

PROCEDURES

Identify a task list for Business Management and Engineering Technology.

PERSONS RESPONSIBLE

Instructors from Regional Delivery Systems
Community Colleges
Universities
Representatives from Industry

DUE DATE

June, 1992

EVALUATION

Evaluate the curricular plan, designed to meet the expectations of employers.

ABSTRACT

10. OBJECTIVE

Description of Activities

1.A.1 Orientations of the FY '92 TECH PREP project have been given to both Franklin County Regional Delivery System Board of Control and Rend Lake Area Regional Delivery System Board of Control. With each presentation, the TECH PREP Director stressed the fact that all schools could participate in the implementation of TECH PREP Courses of Study by offering Applied Academics and either offering the skilled level courses stated in the Courses of Study and/or making the skilled level courses available to their students. The implementation of FY'92 planning TECH PREP Courses of Study will include additional school sites in each Delivery System. See Attachments; On-going

1.A.2 On January 21, 1992 the Business and Industry TECH PREP Advisory Committee met for the development of the Business Manager Course of Study. A Business and Industry Panel consisting of: Larry Peters, BIG JOHNS; Mike Ellison, WALMART; Pete Bradham, ILLINOIS SUPER FOODS; Kevin Davis, REND LAKE CONSERVANCY; Barbara Beckmann, FIRST BANK & TRUST; Mileah Hacker, CONTEL CELLULAR; G. David Green, AMERICAN PUBLISHING; Michael Goodson, H.B. WILLIAMSON CO.; John Kunkel, ZEIGLER COAL CO. These panelists were given a sample of broad discussion ideas but not limited to the list, see Attachments for list; Attendance Sheet, and evaluations. See Attachments for Video, script of this panel discussion, summary of Occupational Skills and Supportative Essential Employability Skills needed by the Business Manager.

1.A.3 The January 21, 1992 Business and Industry TECH PREP Advisory Committee Meeting, for developing the Course of Study for the Business Manager, luncheon was sponsored by First Bank & Trust. See Attachment for letter

1.A.4 January 24, 1992: See Attachments for copies of letters sent to participants serving on the Panel for addressing "What Business and Industry expects of a Business Manager."

1.A.5 At this January 21 meeting, Rend lake College furnished a stenographer for taking the script of the meeting; a photographer, video taping personnel and equipment and public information personnel. With this kind of coordination, we were able to supply all feeder schools with a script of the meeting as well as a video to be utilized with other staff not attending and also share with students in the classroom. News Releases were written by the staff at Rend Lake College. The cooperation of the Community College with the TECH PREP initiatives has been excellent.

1.A.6 On February 6, 1992, the TECH PREP Advisory Committee met for the development of the Course of Study for the Engineer Technician. A Panel consisting of Glen Clarida, GLENN CLARIDA ENGINEERING; Larry Lipe, LIPE & ASSOCIATES; Ian Broomfield, FGM, INC.; Ed Marshall, GENERAL ELECTRIC; Kevin Phillips, ROFFMAN INC.; Steve DeJournett, NUTHERM INTERNATION; Phil Heins, A.L. LEE CORP.; and Rick Marlow, WATWOOD & HEAVENER.

1.A.7 For the February 6 meeting, the panel was given a list of possible panel discussion questions and comments on "WHAT A BUSINESS AND INDUSTRY EXPECTS OF AN ENGINEER TECHNICIAN." See Attachments for script of panel discussion and a summary of Occupational Skills and Supportative Essential Employability skills needed for the Engineer Technician.

1.A.8 For the February 6 meeting see Attachments for: Attendance Sheets, recap of Evaluations and personal comments.

1.A.9 February 24, and 25 1992 letters were sent to District Superintendents, System Directors, Rend Lake College Vocational Dean, SIU College of Technology Chair, and Lead District Counselors to inform them of meetings for the drafting Courses of Study for training Engineer Technicians and Business Managers.

1.A.10 March 3, 1992 the meeting for drafting an articulated TECH PREP Course of Study for training Busness Managers from 9th grade through an Associate Degree with options of a Baccalaureate degree was held. See Attachments for Agenda, Attendance Records, handouts of the summary sheets and script from the previous Business and Industry Panel discussion of "What Business and Industry Expects of an Business Manager."

1.A.11 March 5, 1992 the meeting for drafting the Course of Study for training a Engineer Technician was begun. See Attachments for Attendance Records, summaries and script of what the Business and Industry Panel had told us at the previous meeting of "What Business and Industry Expects of an Engineer Technician."

1.A.12 March 17, 1992 a meeting was held to continue the drafting of the Course of Study for Business Managers. See Attachments for Agenda, and Attendance Sheet.

1.A.13 March 27, 1992 the Planning and Development Committee again met to continue the development of a draft for training the Engineer Technician. See Attachments for Attendance Records.

1.A.14 April 8, 1992 copies of the videos and scripts of the TECH PREP meetings with panelists discussing "What Business and Industry Expects of a Business Manager" and "What Business and Industry Expects of an Engineer Technician" was sent to Rend Lake Area Regional Delivery System and Franklin County Regional Delivery System Superintendents. One panelist, Ken Davis from Rend lake Conservancy District also requested a copy of the video and it was provided for him.

1.A.15 May 4, 1992, the Planning and Development Committee met again to review the last drafts of the Courses of Studies for training the Business Manger and Engineer Technician. See Attachments for listing of questions that were addressed at this meeting.

1.A.16 A final meeting with Bob Kelly from Rend Lake College to finalize the brochure design work for both the Engineer Technician and Business Manager Course of Studies is being planned and will be sent to the printers.

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493

TO:

Barry Kohl, Regional Supt. for Franklin County
Harold Hood, Ass't Regional Supt. for Franklin County
Mark Kern, President Rend Lake College
Carroll Turner, Vocational Dean, Rend Lake College
Dr. P. E. Cross, Regional Supt. for Hamilton/Jefferson Counties
Ron Trammell, Rend Lake College Business Department Chair
Southern Illinois University Business Department Chair

Joe Wilkerson, System Director for Franklin Co. Regional Delivery System
Franklin County Regional Delivery System Superintendents
Franklin County Regional Delivery System Building Principals
Franklin County High School Counselors

Dr. Earl Jeffers, System Director for Rend Lake Area Regional Delivery System
Rend Lake Area Regional Delivery System Superintendents
Rend Lake Area Regional Delivery System Building Principals
Rend Lake Regional Delivery System Counselors

Southern Illinois University Business Department Chair

All school administrators for distribution to appropriate lead teachers to serve on a TECH PREP teacher team in your school for planning and implementing the Course of Study for training Business Managers

FROM: Betty Musgrave, TECH PREP Director

DATE: January 13, 1992

SUBJECT:

IMPORTANT BUSINESS AND INDUSTRY
TECH PREP ADVISORY COMMITTEE MEETING

DATE: **TUESDAY, JANUARY 21, 1992**

TIME: **12:30 P.M. LUNCHEON, CO-SPONSORED BY FIRST BANK & TRUST CO., MT. VERNON - 3:15 P.M.**

LOCATION:
Rend Lake College
Private Dining Room
Student Center

PURPOSE of MEETING:
--To gather data for the development of Business Management Course of Study for this Fy '92 TECH PREP grant
--To attend and participate in the discussions with the Business and Industry Panel which will address *"What Business and Industry Expects of a Business Manager"*

PLEASE CALL OUR OFFICE BY FRIDAY, JANUARY 17, WITH THE NUMBER OF PARTICIPANTS THAT ARE ATTENDING FROM YOUR SCHOOL.

Our TECH PREP grant serving Franklin County Regional Delivery System, Rend Lake Area Regional Delivery System and Rend Lake College was funded for fiscal year '91-92 for the implementation of the Course of Study for Training Industrial Technicians and for the planning of two new programs for Developing Models for Training for ***Business Management and Engineering Technicians.*** which will be articulated with Rend Lake College and Southern Illinois University.

On Tuesday, January 21, 1992 we will be having a TECH PREP Advisory Meeting beginning with a luncheon at 12:30 P.M. co- sponsored by First Bank & Trust Co. of Mt. Vernon; followed by a Panel consisting of Business and Industry representatives addressing "WHAT BUSINESS AND INDUSTRY EXPECTS OF A BUSINESS MANAGER."

This is a request for you and other interested administrators, counselors, lead Business, English and/or Applied Communication, Math and Science Instructors from your school to attend this meeting which will serve as the main resource data for developing our TECH PREP Course of Study for training Business Managers.

Substitute monies will be made available to your school for those instructors attending this meeting. Turn-a-round time is short and I apologize for that but an available date for this important meeting was very difficult to find.

It is very important for someone to call our office by Friday January 17 with the number that will be attending this meeting in order to have the appropriate number of handouts and for sufficient planning for the luncheon.

Last year we had a similiar type TECH PREP Business and Industry Advisory Meeting with a panel discussing "What Business and Industry Expects of an Industrial Technician." This was one of our highlights of last year. We expect this Panel to do equally as well. So please try to attend and send as many as possible to this meeting.

Thank you for your support in the TECH PREP initiatives!

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

In addition, sent to
[illegible]
Barbara Beckman
[illegible]
Pete Bradshaw
[illegible]
Larry [illegible]
[illegible]
Sidney [illegible]
[illegible]
Rick Duff
[illegible]
Camille [illegible]
[illegible]
[illegible]
[illegible]
Larry Gibbons
David Young
Phil [illegible]
[illegible]

January 14, 1991

Mr. Del Rea
Benton Evening News
111 Each Church
Benton, IL 62812

Dear Mr. Rea:

This is a follow-up to our conversation concerning our request for you to serve on our TECH PREP Business and Industry Advisory Committee. This Advisory Committee 's input is very crucial and will be a main focus for the development of the Model Curriculum for training Business Managers. Please be prepared to add additional comments to the Panelists summarizations of ***"What Business and Industry Expects of a Business Manager."***

We are very pleased to share with you that we have received a federal TECH PREP (Technical Preparation) grant for this fiscal year 1992. The high schools within the Franklin County Regional Delivery System, Rend Lake Area Regional Delivery System and Rend Lake College are being served. This grant is for the ***Implementation of a Model Sequential Technical Preparation Training Program for Industrial Technicians and Planning of Model Programs for Business Management and Engineering Technicians.*** The Training Program for Industrial Technicians was developed through a Planning TECH PREP federal grant for FY 90-91.

In order to further clarify TECH PREP, I have included many quotes from the ***ILLINOIS TECH PREP - PREPARING STUDENTS FOR THE TWENTY-FIRST CENTURY*** handout prepared by Illinois State Board of Education.

> **"Illinois TECH PREP represents an educational path that integrates college preparatory coursework with a rigorous technical education concentration. It is a planned sequence of courses, both academic and technical, that begins at 9th grade and is articulated with a post-secondary experience leading to an associate degree. Because TECH PREP prepares students for a lifetime of learning, it also provides preparation for advanced education such as a four-year baccalaureate degree. TECH PREP prepares students with the skills and competencies necessary to meet employer's performance standards not only for entry-level jobs, but also for career advancement."**

TECH PREP is aimed at attracting a wide range of students, and all interested students should be provided the opportunity to participate. Typically, the students most likely to be attracted to TECH PREP are students who: fall between the 25th and 75th percentile of secondary students; enjoy using complex math and science concepts to solve problems; have an aptitude toward technical/scientific content; intend to pursue post-secondary education; enjoy learning through the application of academic knowledge and skills; desire a challenging, good paying career and are willing to work toward achieving this goal.

The success of TECH PREP is dependent upon the development of successful 50/50 partnerships. These partnerships are between Academic and Technical Educations, Secondary and Post-secondary Educators and Representatives of the Private Sector. A well prepared future labor force is dependent upon equal commitment from both education and the private sector.

We are very pleased you have indicated your desire and/or interest to serve on the TECH PREP Advisory Committee and will give your personal as well as your company's opinions on ***"What Business and Industry expects of a Business Manager."*** We want you to be prepared to add to the comments from the panelists to clearly identify and communicate performance standards that you and your company expect of a Business Manager. These standards should not only include technical skills, but also expectations in reading, math, science, and communications. Results from the panelists and additional Advisory committee members expectations of a Business Manager will be utilized by the Planning and Development Committee to develop a Course of Study for training Business Managers starting with 9th grade and will be articulated with Rend Lake College and Southern Illinois University.

TECH PREP represents new opportunities. Opportunities for educators to restructure curricula to reflect the needs of tomorrow, opportunities for students to prepare for challenging careers in the twenty-first century.

Please call our office at (618) 438-9711 if you have questions or cannot attend the luncheon and Advisory meeting. We are looking forward to visiting with you at the luncheon and hearing your expectations for a Business Manager at the TECH PREP Advisory Meeting on Tuesday, January 21, at 12:30 PM , located in the Private Dining Room at Rend Lake College Student Center.

Thank you for accepting the challenge of helping us ensure that Illinois continues to be a state where industry can locate, grow and prosper!

Sincerely,

Betty Musgrave
TECH PREP Director

c/o Barry Kohl
Regional Supt. for Franklin Co.
202 W. Main
Benton, IL 62812

Enclosures

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493

TECH PREP

TECH PREP BUSINESS ADVISORY MEETING

DATE: TUESDAY, JANUARY 21, 1992
TIME: 12:30 P.M. LUNCHEON, CO-Sponsored by
First Bank & Trust Co., Mt. Vernon
1:00 P.M. - 3:15 P.M. Meeting
LOCATION: Rend Lake College
Student Center
Private Dining Room

AGENDA

WELCOME	Mark Kern, President Rend Lake College
Introductions	Carroll Turner, Voc. Dean Rend Lake College
Facilitators	Betty Musgrave, TECH PREP Director Ron Tremmel Business Chairperson, Rend Lake College

PANEL DISCUSSION:

"WHAT BUSINESS AND INDUSTRY EXPECTS OF A BUSINESS MANAGER"

PANELISTS:		
	BIG JOHNS	Larry Peters
	WALMART	Mike Ellison
	IL SUPER FOODS	Pete Bradham
	REND LAKE CONSERVANCY	Kevin Davis
	FIRST BANK & TRUST	Barbara Beckmann
	CONTEL CELLULAR	Mileah Hacker
	AMERICAN PUBLISHING	G. David Green
	H.B. WILLIAMSON CO.	Michael Goodson
	ZEIGLER COAL CO.	John Kunkel

GROUP DISCUSSION
QUESTIONS AND ANSWERS
EVALUATIONS AND COMMENTS
BUSINESS TEACHERS SHARING TIME

REGISTRATION

PLEASE RETURN OR CALL OUR OFFICE (438-9711) BY FRIDAY, JANUARY 17, 1992

"WHAT BUSINESS AND INDUSTRY EXPECTS OF A BUSINESS MANAGER"

NAME ______________________________ **POSITION** ___________________________

SCHOOL OR ORGANIZATION ____

__________ **I WILL ATTEND THE LUNCHEON**
__________ **I WILL ATTEND ONLY THE MEETING**
__________ **I WILL NOT BE ABLE TO ATTEND ANY OF THIS MEETING**
__________ **I WILL SEND A REPRESENTATIVE FROM MY ORGANIZATION**
__________ **I WILL SERVE ON THIS ADVISORY COMMITTEE**
__________ **I WILL SERVE AS A PANELIST**

RETURN INFORMATION TO OFFICE SECRETARIAL STAFF: 438-9711

THANK YOU, Betty Musgrave, c/o Barry Kohl, Reg. Supt., 202 W. Main, Benton, IL 62812

TECH PREP ADVISORY COMMITTEE MEETING

"WHAT BUSINESS AND INDUSTRY EXPECTS OF A BUSINESS MANAGER"

--BROAD DISCUSSION ON BUSINESS MANAGERS

--QUESTIONS WE WOULD LIKE YOU TO ADDRESS; PLEASE ADD TO THIS LIST AS YOU DESIRE

1. What does your business expect of a Business Manager?

2. What technical skills are expected of a Business Manager?

   Such as: Computers
   Office Equipment
   Software Applications
   Telecommunications
   Accounting
   Communications
   Math
   Desktop Publishing
   Marketing
   Purchasing
   Global Economics
   Time management
   Foreign Language

3. What employability skills are needed by the Business Manager?

4. If you were training someone to take your place as manager, what would you expect them to know?

5. We are searching for a common core of technical and employability skills that all Business Managers need to know regardless of the business they are managing.

[illegible]

√ = Advisory mbrs

TECH PREP ADVISORY BOARD
JANUARY 21, 1992
ATTENDANCE SHEET

15

Beckman, Barbara
Manager of Mortgage Loan Dept.
First Bank and Trust Co.

Beehn, David
Principal
Wayne City High School

Bradham, Pete
Manager
Illinois Super Foods

Bradley, Mark
Principal
Thompsonville High School

Buck, Sherry

Waltonville High School

Bullard, Dan

Wayne City High School

Burt, Pat
Coordinator
Building Fairness

Coldwell, Dale
Superintendent
Webber Twp. High School

Cole, Richard

Benton High School

Connor, George
Superintendent
Zeigler-Royalton High School

TECH PREP ADVISORY BOARD
JANUARY 21, 1992
ATTENDANCE SHEET

Cook, Rick
Superintendent
Christopher High School

Cross, P. E.
Regional Superintendent
Hamilton/Jefferson Counties

Danner, Steve
Principal
Webber Twp. High School

Davenport, Sarah

Rend Lake College

Davis, Kevin
Manager
Rend Lake Conservancy District

Davis, Ron
Superintendent
West Frankfort High School

Douglas, Stan

Sesser-Valier High School

Ellison, Mike
Manager
Wal-Mart

Federici, Mollie
Manager
Physician's Filing Service

Flatt, Farrell
Superintendent
Sesser-Valier High School

TECH PREP ADVISORY BOARD
JANUARY 21, 1992
ATTENDANCE SHEET

Garrett, Pat
Superintendent
Mt. Vernon High School

Gibbons, Larry
President
ARDL

Goodson, Michael
President
H. B. Williamson Co.

Green, G. David
Publisher
Daily American

Hacker, Mileah
Regional Manager
Contel Cellular

Harper, Ron

Mt. Vernon High School

Hertenstein, Widney
Manager
Temporary Services

Hood, Harold
Asst. Regional Superintendent
Franklin County

Huff, Rick
Executive Vice President
First National Bank

Jeffers, Earl
System Director
Rend Lake Area Reg. Del. System

TECH PREP ADVISORY BOARD
JANUARY 21, 1992
ATTENDANCE SHEET

Jenkins, James
Superintendent
Waltonville High School

Jones, Camille
Coordinator
Project First Class

Kern, Mark
President
Rend Lake College

Klein, Debbie
Manager
Montgomery Ward

Kohl, Barry
Regional Superintendent
Franklin County

Kunkel, John
Manager of Administration
Zeigler Coal Company

Lappington, Steve

McLeansboro High School

Lee, David
Principal
West Frankfort High School

Lewis, Jay

Woodlawn High School

Messersmith, Gary
Principal
Benton High School

TECH PREP ADVISORY BOARD
JANUARY 21, 1992
ATTENDANCE SHEET

Musgrave, Betty
TECH PREP Director

O'Dell, John
Superintendent
Benton High School

Pate, Earl
Manager
Illinois Farmers Union

Peters, Larry
Manager
Big Johns

Quinn, Caroline
Manager
Farrar Oil Company

✓ Rea, Del

Benton Evening News

Roberts, Don
Superintendent
Hamilton County Unit #10

Shifflett, Jim
Principal
Mt. Vernon High School

Smith, Chuck

West Frankfort High School

Sutton, Don
Superintendent
Wayne City High School

TECH PREP ADVISORY BOARD
JANUARY 21, 1992
ATTENDANCE SHEET

Thomas, David
Principal
Woodlawn High School

Thompson, O. J.
Superintendent
Thompsonville High School

Towe, Phil
General Manager
Cracker Barrel

Tremmell, Ron
Business Department
Rend Lake College

Turner, Carroll
Vocational Dean
Rend Lake College

VanZant, Ernie
Principal
Hamilton County Unit #10

Varis, Linda
Assistant Principal
West Frankfort High School

Watson, Carol

Christopher High School

Weiser, Raymond

Zeigler-Royalton High School

Wilkerson, Joe
System Director
Franklin Co. Reg. Del. System

TECH PREP ADVISORY BOARD
JANUARY 21, 1992
ATTENDANCE SHEET

Wilson, Ron

Mt. Vernon High School

✓ Young, David
Vice President of Operations
Zeigler Coal Company

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493

TECH PREP

TECH PREP BUSINESS ADVISORY MEETING

DATE: TUESDAY, JANUARY 21, 1992

Using the scale below, please circle the appropriate rating that best describes your opinion of these probes.

5=Excellent 4=Good 3=Average 2=Below Average 1=Poor

1. What is your overall perception of this presentation?

5	4	3	2	1
12	7	1	0	0

2. The organization of content and learning activities was:

5	4	3	2	1
11	6	3	0	0

3. The instructional materials, handouts, visual aids and sound were:

5	4	3	2	1
9	5	4	0	0

4. The effectiveness of the presenter(s) was:

5	4	3	2	1
13	5	2	0	0

5. The relevancy of subject matter for my work was:

5	4	3	2	1
13	6	1	0	0

6. The match of my expectations with the actual workhsop experience was:

5	4	3	2	1
11	5	4	0	0

7. Please take this opportunity to make any open comments on today's workshop.

Great,Good Job, Intrusting and Inforamtional, Professionally executed, Good Panel, Need to develop VIP program, message to students.

8. Needs Assessment--What would you suggest in the way of future workshops, conferences, trainings, or professional growth experiences? (Use back of sheet if needed)

Make much more use of business resource people, Specific areas: Math, English, etc

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

January 31, 1992

Mr. Olie L. Musgrave
President
First Bank & Trust
10th and Broadway
Mt. Vernon, IL 62864

Dear Mr. Musgrave:

On behalf of the TECH PREP Executive Board and the TECH PREP participants in the Business and Industry Advisory Committee Meeting for Business Advisors on January 21, 1992, we wish to express our appreciation to you and your bank for sponsoring the luncheon for this meeting.

This meeting was of upmost importance for the Development of a Course of Study for training Business Managers. This Course of Study will begin with 9th Grade and will be articulated with Rend Lake College's Business Management Associate Degree with options and opportunity to attain a Bachelor's degree at Southern Illinois University.

We also were very appreciative of the time and effort that your Barbara Beckman, Manager of the Mortgage Loan Department of your bank, gave in serving as panelist to discuss, "What Business and Industry Expects of a Business Manager." She did an excellent job!

As we previously agreed, we are enclosing the bill for the TECH PREP Advisory Board luncheon. It is our belief that through the partnerships we build with Business and Industry, together we will BUILD A BETTER WORKFORCE for our country.

Sincerely,

Barry Kohl

Barry Kohl,
Regional Superintendent

BJM:BK

Enclosure

MARTIN'S FOODSERVICE

Rend Lake College
INA, ILLINOIS 62846

NAME Tech Adv Comm

ADDRESS Reg Supt School/

Benton Betty M. PH. NO. DATE 7-21-92

SOLD BY	CASH	C.O.D.	CHARGE	ON ACCT	MDSE RETD	LAYAWAY

QTY.	DESCRIPTION	PRICE	AMOUNT	
	Meeting Room			
	Expense		325	00
		TAX		
RECEIVED BY		TOTAL	325	00

No. 0001087

ALL CLAIMS AND RETURNED GOODS MUST BE ACCOMPANIED BY THIS BILL

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PRINTED IN U.S.A.

Thank You

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

January 24, 1992

G. David Green
Publisher
American Publishing Co.
111 South Emma Street
West Frankfort, IL 62896

Dear Mr. Green:

On behalf of the TECH PREP Executive Board and all of the participants in the TECH PREP initiatives, we wish to thank you for serving on the TECH PREP Business Panel addressing ***"What Business and Industry expect of a Business Manager"***.

The evaluations were quite high and many have expressed that they feel it was an excellent exchange between business and educators. Already one college business instructor has asked for a copy of the video to use in her business class at Rend Lake College.

Again, thank you for your time and information that will be utilized for developing a TECH PREP Course of Study for training Business Managers. We look forward to working with you in another exciting year for TECH PREP planning.

Sincerely,

Betty J. Musgrave
TECH PREP Director

BJM/lrs

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

January 24, 1992

John Kunkel
Manager of Administration
Zeigler Coal Company
500 North DuQuoin Street
Benton, IL 62812

Dear Mr. Kunkel:

On behalf of the TECH PREP Executive Board and all of the participants in the TECH PREP initiatives, we wish to thank you for serving on the TECH PREP Business Panel addressing ***"What Business and Industry expect of a Business Manager"***.

The evaluations were quite high and many have expressed that they feel it was an excellent exchange between business and educators. Already one college business instructor has asked for a copy of the video to use in her business class at Rend Lake College.

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Sincerely,

Betty J. Musgrave
TECH PREP Director

BJM/lrs

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

January 24, 1992

Mileah Hacker
Regional Manager
Contel Cellular
300 East Main
Carbondale, IL 62901

Dear Ms. Hacker:

On behalf of the TECH PREP Executive Board and all of the participants in the TECH PREP initiatives, we wish to thank you for serving on the TECH PREP Business Panel addressing ***"What Business and Industry expect of a Business Manager"***.

The evaluations were quite high and many have expressed that they feel it was an excellent exchange between business and educators. Already one college business instructor has asked for a copy of the video to use in her business class at Rend Lake College.

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Sincerely,

Betty J. Musgrave
TECH PREP Director

BJM/lrs

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

January 24, 1992

Barbara Beckman
Manager of Mortgage Loan Dept.
First Bank and Trust Co.
123 South 10th
Mt. Vernon, IL 62864

Dear Ms. Beckman:

On behalf of the TECH PREP Executive Board and all of the participants in the TECH PREP initiatives, we wish to thank you for serving on the TECH PREP Business Panel addressing ***"What Business and Industry expect of a Business Manager"***.

The evaluations were quite high and many have expressed that they feel it was an excellent exchange between business and educators. Already one college business instructor has asked for a copy of the video to use in her business class at Rend Lake College.

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Sincerely,

Betty J. Musgrave
TECH PREP Director

BJM/lrs

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

January 24, 1992

Kevin Davis
Manager
Rend Lake Conservancy
Rt. #4
Mt. Vernon, IL 62864

Dear Mr. Davis:

On behalf of the TECH PREP Executive Board and all of the participants in the TECH PREP initiatives, we wish to thank you for serving on the TECH PREP Business Panel addressing ***"What Business and Industry expect of a Business Manager"***.

The evaluations were quite high and many have expressed that they feel it was an excellent exchange between business and educators. Already one college business instructor has asked for a copy of the video to use in her business class at Rend Lake College.

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Sincerely,

Betty J. Musgrave
TECH PREP Director

BJM/lrs

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

January 24, 1992

Pete Bradham
Manager
Illinois Super Foods
Times Square Mall
Mt. Vernon, IL 62864

Dear Mr. Bradham:

On behalf of the TECH PREP Executive Board and all of the participants in the TECH PREP initiatives, we wish to thank you for serving on the TECH PREP Business Panel addressing ***"What Business and Industry expect of a Business Manager"***.

The evaluations were quite high and many have expressed that they feel it was an excellent exchange between business and educators. Already one college business instructor has asked for a copy of the video to use in her business class at Rend Lake College.

Again, thank you for your time and information that will be utilized for developing a TECH PREP Course of Study for training Business Managers. We look forward to working with you in another exciting year for TECH PREP planning.

Sincerely,

Betty J. Musgrave
TECH PREP Director

BJM/lrs

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

January 24, 1992

Michael Goodson
President
H. B. Williamson Co.
Wayne City, IL 62895

Dear Mr. Goodson:

On behalf of the TECH PREP Executive Board and all of the participants in the TECH PREP initiatives, we wish to thank you for serving on the TECH PREP Business Panel addressing ***"What Business and Industry expect of a Business Manager"***.

The evaluations were quite high and many have expressed that they feel it was an excellent exchange between business and educators. Already one college business instructor has asked for a copy of the video to use in her business class at Rend Lake College.

Again, thank you for your time and information that will be utilized for developing a TECH PREP Course of Study for training Business Managers. We look forward to working with you in another exciting year for TECH PREP planning.

Sincerely,

Betty J. Musgrave
TECH PREP Director

BJM/lrs

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS. 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

TECH PREP

TECH PREP ADVISORY MEETING

FOR ENGINEER TECHNICIAN

DATE:	**Thursday, February 6, 1992**
TIME:	**12:30 P.M. LUNCHEON, CO-Sponsored by First Bank & Trust Co., Mt. Vernon** **1:00 P.M. - 3:15 P.M. Meeting**
LOCATION:	**Rend Lake College** **Student Center** **Private Dining Room**

AGENDA

WELCOME	**Mark Kern, President** **Rend Lake College**
Introductions	**Carroll Turner, Voc. Dean** **Rend Lake College**
Facillators	**Betty Musgrave, TECH PREP Director** **Terry Clark, Chairperson AAA Dept.** **Rend Lake College**

PANEL DISCUSSION:

"WHAT BUSINESS AND INDUSTRY EXPECTS OF AN ENGINEER TECHNICIAN"

PANELISTS:	**GLENN CLARIDA ENGINEERING**	**Glen Clarida**
	LIPE & ASSOCIATES	**Larry Lipe**
	FGM, INC.	**Ian Broomfield**
	GENERAL ELECTRIC	**Ed Marshall**
	ROFFMAN INC.	**Kevin Phillips**
	NUTHERM INTERNATIONAL	**Steve DeJournett**
	A.L. LEE CORP.	**Phil Heins**
	WATWOOD & HEAVENER	**Rick Marlow**

GROUP DISCUSSIONS
QUESTIONS AND ANSWERS
EVALUATIONS AND COMMENTS
DRAFTING TEACHERS SHARING TIME

TECH PREP ADVISORY COMMITTEE MEETING

Panel Discussion on:

"WHAT BUSINESS AND INDUSTRY EXPECTS OF AN ENGINEER TECHNICIAN"

--Broad Discussion on Engineer Technicians

--Questions we would like you to address; please add to this list as you desire

1. What does business expect of an Engineer Technician?

2. Describe possible career ladders

3. What technical skills are expected of a Engineer Technician? Cad Operator? Draftsman?

Such as:

- **Computers**
- **Tools of the trade**
- **Software**
- **Telecommunications**
- **Accounting**
- **Blue Print Reading**
- **Communications**
- **Math**
- **Foreign Language**
- **Science**
- **Marketing**
- **Time Management**
- **Global Economics**

4. What would you recommend should be taught at the high school level as foundation courses for a student pursuing to become an Engineer Technician? Community College? University?

5. If you were training someone to take your place, what would you expect them to know?

6. What employability skills are needed in your workplace to be successful?

7. Do you think a student would benefit from "job shadowing" and/or internship in a business related to this occupation between his/her junior and senior year of high school? During post-high school schooling?

8. We are searching for a common core of technical and employability skills that all Engineer Technicians need to know regardless of where they work.

9. How do you screen applicants in your business?

9. We welcome all comments from this panel regarding occupational needs in your workplace.

[illegible]

TECH PREP ADVISORY BOARD
FEBRUARY 6, 1992
ATTENDANCE SHEET

(✓) attendees
advisors

Beehn, David
Principal
Wayne City High School

Books, Larry
Dept. of Employment Security

✓Bradley, Mark
Thompsonville High School

Broomfield, Ian
FGM, Inc.

✓Bruno, Fred
Rend Lake College

Buck, Sherry
Waltonville High School

Bullard, Dan
Wayne City High School

✓Burt, Pat
Building Fairness

Clarida, Glenn
Glenn Clarida Engineering

Clark, Terry
Rend Lake College

Coldwell, Dale
Webber Twp. High School

✓Cole, Richard
Benton High School

Connor, George
Zeigler-Royalton High School

Cook, Rick
Christopher High School

TECH PREP ADVISORY BOARD
FEBRUARY 6, 1992
ATTENDANCE SHEET

Cross, P. E.
Regional Superintendent
Hamilton/Jefferson Counties

Danner, Steve
Webber Twp. High School

✓ Davenport, Sarah
Rend Lake College

Davis, RonPrincipal
West Frankfort High School

✓ DeJournett, Steve
NuTherm International

Douglas, Stan
Sesser-Valier High School

✓ Finn, Harold
Rend Lake College

Flatt, Farrell
Sesser-Valier High School

Garrett, Pat
Mt. Vernon High School

Grounds, Bill
Illinois Farmers Union

Harper, Ron
Mt. Vernon High School

✓ Heins, Phil
A. L. Lee Corp.

✓ Hertenstein, Widney
Temporary Services

✓ Hood, Harold
Franklin County

TECH PREP ADVISORY BOARD
FEBRUARY 6, 1992
ATTENDANCE SHEET

Ielase, Charlie

West Frankfort High School

✓ Jeffers, Earl
Rend Lake Area Reg. Del. System

Jenkins, James
Waltonville High School

advisor ✓ Jones, CamilleSystem Director
Project First Class

✓ Kern, Mark
Rend Lake College

Kohl, Barry
Franklin County

Lappington, Steve
McLeansboro High School

Lee, David
West Frankfort High School

advisor ✓ Lemmons, Mike
Joy Technologies

Lewis, Jay
Woodlawn High School

advisor ✓ Lipe, Larry
Lipe & Associates

advisor ✓ Marlow, Rick
Watwood & Heavener

advisor ✓ Marshall, Ed
General Electric

Messersmith, Gary
Benton High School

TECH PREP ADVISORY BOARD
FEBRUARY 6, 1992
ATTENDANCE SHEET

[illegible] ✓ Moore, Bill

IBEW Local Union #702

✓ Musgrave, Betty

O'Dell, John
Benton High School

[illegible] ✓ Orr, Dr. JamesTECH PREP Director
Industrial Technology - SIU

Pate, Earl
Illinois Farmers Union

[illegible] ✓ Patterson, Johnny
Minority Engineering - SIU

[illegible] ✓ Phillips, Kevin
Roffman Incorporated

Roberts, Don
Hamilton County Unit #10

Shifflett, Jim
Mt. Vernon High School

✓ Smith, Chuck
West Frankfort High School

Sutton, Don
Wayne City High School

Thomas, David
Woodlawn High School

Thompson, O. J.
Thompsonville High School

Turner, Carroll
Rend Lake College

TECH PREP ADVISORY BOARD
FEBRUARY 6, 1992
ATTENDANCE SHEET

VanZant, Ernie
Principal
Hamilton County Unit #10

Varis, Linda
West Frankfort High School

Watson, Carol
Christopher High School

Weiser, RaymondAssistant Principal
Zeigler-Royalton High School

✓Wilkerson, Joe
Franklin Co. Reg. Del. System

Wilson, Ron
Mt. Vernon High School

Bill Dill Ind. Tech
RLC

Joe Frick
Benton H.S.

advisor Bill Moore
IBEW

Jerri Ruenamler
RLC

Dick Stritzel
WF HS

visor Mark Pagano, associate Professor and MET Coordinator
Engineering Technology
Southern Illinois University Carbondale. IL 62901
Pho. (618) 453-7831
Home (618) 549-8526

HAROLD HOOD
Asst. Regional Superintendent

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

OFFICE HOURS 8:00 TO 4:00

TECH PREP

TECH PREP ADVISORY MEETING
FOR ENGINEER TECHNICIAN

DATE: **Thursday, February 6, 1992**

Using the scale below, please circle the appropriate rating that best describes your opinion of these probes.

5=Excellent 4=Good 3=Average 2=Below Average 1=Poor

1. What is your overall perception of this presentation?

5	4	3	2	1
5	5	3	0	1

2. The organization of content and learning activities was:

5	4	3	2	1
5	4	4	0	1

3. The instructional materials, handouts, visual aids and sound were:

5	4	3	2	1
7	3	2	1	1

4. The effectiveness of the presenter(s) was:

5	4	3	2	1
4	2	7	0	1

5. The relevancy of subject matter for my work was:

5	4	3	2	1
5	4	4	0	0

6. The match of my expectations with the actual workhsop experience was:

5	4	3	2	1
5	2	4	1	1

7. Please take this opportunity to make any open comments on today's workshop. Great/ Very Good/ Speaker spoke too soft/ Betty's presentation was good/ Well planned/ Super info. packet/Good attendance/ Outstanding!/Hearing same thing is boring/ Technical skills rank relatively low/ Too long/ Seems our needs to much greater than TECH PREP.

8. Needs Assessment--What would you suggest in the way of future workshops, conferences, trainings, or professional growth experiences? (Use back of sheet if needed) Better representation from Industry/ Enclude manufacturing people/ TECH PREP good idea/ Serving good purpose/ Benefitting a lot of people/ change formats to

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

February 14, 1992

Mr. Olie L. Musgrave
First Bank & Trust Co.
123 South 10th
Mt. Vernon, IL 62854

Dear Mr. Musgrave:

Once again we want to thank you for sponsoring our luncheon on January 21, 1992 for TECH PREP's Business and Industry Panel to discuss, ***"What Business and Industry expects of an Engineer Technician."***

This was an excellent exchange of information between business and educators. There has been a very positive response from both business representatives and educators about the Business and Industry panel discussions on the "***Expectations of a Business Manager and Engineer Technician.***" As agreed earlier, I am enclosing the bill for the luncheon which is to be paid directly to Martin's in Benton, IL.

Your Bank's contribution of both personnel time and the sponsoring of the luncheons have certainly contributed to the success of the TECH PREP initiatives. Thank you again for your participation and we look forward to another year of planning and implementing TECH PREP Programs for a better workforce for tomorrow!

Sincerely,

Barry Kohl

Barry Kohl,
Regional Supt.

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TO: District Superintendents
System Directors
Rend Lake College Vocational Dean
SIU College of Business Dean and Associate Dean
Lead District Counselors

FROM: Betty Musgrave, TECH PREP Director

DATE: February 25, 1992

SUBJECT: Date set for the Development of the 1st draft of the TECH PREP Course of Study for training **Business Managers**

As you may remember, our TECH PREP grant for FY '92 was to implement the Course of Study for training ***Industrial Technicians*** and to plan Courses of Study for training a ***Business Manager and Engineer Technician.***

On **March 3**, we will begin the process for the development of a Course of Study for training **Business Managers**. We will meet at **Rend Lake College Student Center in the Private Dining Room from 2:00 - 4:00 P.M.**

This notice has been sent to the above listed personnel and original members of the **Planning and Development Committee.** Please feel free to bring and/or invite other interested persons to this meeting. If you have any questions or concerns about TECH PREP or this meeting, you may reach me at 438-9711.

I am looking forward to another productive TECH PREP planning session!

cc: Regional Supts.

TECH PREP

"What Business and Industry Expects of a Business Manager"

January 21, 1992

Serving
Franklin County Regional Delivery System
Rend Lake Area Regional Delivery System
Rend Lake College

TECH PREP ADVISORY COMMITTEE MEETING

BUSINESS MANAGER

JANUARY 21, 1992

BUSINESS AND INDUSTRY PANEL MEMBERS:

Kevin Davis, Rend Lake Conservancy District
Mike Goodson, H.B. Williamson Co.
Barbara Beckmann, First Bank and Trust Co.
John Kunkel, Zeigler Coal Company
Pete Bradham, Illinois Super Foods
Mileah Hacker, Contel Cellular
G. David Green, American Publishing Newspaper

'WHAT BUSINESS AND INDUSTRY E OF A BUSINESS MANAGER"

		WHAT SUPPORTATIVE SKILLS BUSINESS AND INDUSTRY EXPECT OF A BUSINESS MANAGER"					
	COURSE NO	COURSE TITLE	FCRDS	RLRDS	REND LAKE COLL	SIU	OTHER
Analytical skills							
Organizational ability							
Ability to put things together							
Bring to completion							
Human relations							
Get along in the work place							
Work with other people							
Management skills							
Understanding business							
Business Economics							
Knowledge of economic issues							
Have a mind set for details							
Basic Management skills							
Personnel skills							
Creativity							
Read Directions							
Put those directions into operation							
Enthusiasm							
Create new ideas							
Have enthusiasm							
Want to do better							
Motivation							
Understand business							
Supervising People							
Ability to solve problems							
Analyze							
Problem solver							
Diverse Workforce							
Management philosophy							
Business operational differences							
Theory X and Theory Y							
Styles of management							
Labor Relations							
Personnel legal aspects							
Ethical standards							
Share values of business							
Personality profiling							
Pride							
Work is worthwhile and valuable							
Proud							

APPENDIX J.2

"WHAT BUSINESS AND INDUSTRY EXPECTS OF A BUSINESS MANAGER"

Morals							
Sharing							
Caring about the other person							
Working together as a team							
Integrity							
Honesty							
Ability to debate							
Be convincing							
Time Management							
Be able to prioritize							
Be accountable							
Delegate responsibility							
Increase productivity							
Ability to make decisions							
Identify problems							
Problem solving							
Role play scenario							
Adaptability to Changing Mkt.							
Awareness of changing market							
Recognize future changes							
Competitiveness							
Goal oriented							
Set Goals; set it to paper							
Job vs Career							
Aware of Customer Service							
Take ownership in job							
Product knowledge							
Customer Relations							
Fair							
Honest							
Kind							
Considerate							
Understand basic economic values							
Human Relations							
Equal Opportunity:							
Analyze Executives							
Women judged harder							
Know Labor Laws							
Know parameter for intervew questions							
Be willing to prove yourself							
Be dedicated							

APPENDIX J.3

TECH PREP ADVISORY COMMITTEE MEETING
JANUARY 21, 1992
REND LAKE COLLEGE
INA, ILLINOIS

Co-facilitator:	**Betty Musgrave, Director of TECH PREP**
Co-facilitator:	**Ron Tremmel, Chairperson, Business and Social Science Department, Rend Lake College**

Mark Kern, President of Rend Lake College, welcomed everyone to the TECH PREP advisory committee meeting. He stated that he wanted to encourage input from every person present to make the meeting more successful. He gave some facts concerning his background at Rend Lake College and why he feels that background makes him more understanding of the problems being worked out with the TECH PREP grant. He stated that technical education used to be a place where the low-achieving student was placed. He stated that that is no longer the case. He also explained that the key to Rend Lake College getting good students is good training on the high school level. He stated that technology is changing so we have had to add to our programs classes that we would not have thought of a few years ago, and that this project should help in developing the courses that are still needed.

Carroll Turner, Dean of Vocational-Technical Education, Rend Lake College, added his welcome to the individuals in attendance and stated that the TECH PREP project is a joint venture of the Regional Delivery Systems and Rend Lake College.

Barry Kohl expressed his enthusiasm about the cooperation between the delivery systems to serve as many of the students as possible and getting industry and education together to discuss how to best accomplish these goals in this area.

Betty Musgrave stated that she is very pleased with the progress made to this point in the areas of applied mathematics and physics. She stated that in addition to these two areas, drafting/architectural technology and secretarial/business management coordination will be the new emphasis for the TECH PREP grant. She reviewed the packet of information that was provided for all individuals in attendance, then introduced the following industry personnel on the panel for the advisory meeting and asked each person to give a brief individual history:

Kevin Davis

I'm **Kevin Davis, General Manager of the Rend Lake Conservancy District**, the local governmental control on Rend Lake. I've been a part-time instructor for Rend Lake College for around 12 years. I'm a C.P.A. and have a master's in business administration.

TECH PREP ADVISORY COMMITTEE MEETING
January 21, 1992

Mike Goodson

I'm **Mike Goodson, President of the H.B. Williamson Company** in Wayne City, manufacturer of picture frame moldings. We employ 140 employees in Wayne City with distribution centers in Wayne City, San Antonio, Texas, and Los Angeles, California. As a whole, we employ about 165 people, with a sales force that covers the entire nation. We've been in Wayne City 38 years. I have been president for almost four.

Barbara Beckmann

My name is **Barbara Beckmann**. I'm manager of the mortgage and loan department of the **First Bank and Trust of Mt. Vernon**. We have offices in Mt. Vernon, Marion, Johnston City, Ina, and a branch out west. The primary part of my job is to make loans on secondary market and sell those loans to investors, to be profitable, to service those loans, to help the community to get different types of loan products, which are fixed, VA, FHA. Right now is a great time for refinancing as interest rates are low. I've been in banking since I graduated from high school. I worked all different areas of the bank. I feel the most interesting part of banking right now is the mortgage end of it.

John Kunkel

My name is **John Kunkel** and I'm the manager of administration of the **Zeigler Coal Company**, the Illinois Division is based in Benton. We operate five mines right now in Illinois, and I'm in charge of administering communication between the mines in Illinois and the corporate office and also analyzing how the mines do from the business end. We have over 1200 employees in Illinois and hopefully will employ more in the future. I'm a C.P.A. with a bachelor's degree in accounting from S.I.U.-E. I've been with Zeigler Coal for about 2 years. Before that, I was a C.P.A. in St. Louis.

Pete Bradham

I'm **Pete Bradham**, president of **Illinois Super Foods**, located in Mt. Vernon. We have eight grocery stores located throughout Southern Illinois and southeast Missouri. Of about 800 employees, 60% are part-time, 40% are full-time. I started out as a chemical engineer and became a management consultant. I married the bosses' daughter and got into the grocery business.

Mileah Hacker

I'm **Mileah Hacker**, the market manager for **Contel Cellular** which is a **GTE**-owned company. Basically, I'm the district manager as I have responsibility for all aspects of the business including the marketing side of the business. My background is a marketing degree with a minor in computers. As far as industry goes, we are one of the growth industries in the modern market place right now which is something a lot of the industries are not seeing. So, we are on the leading edge of technology in communications which makes it a very exciting industry and a very productive one which allows the business to be more mobile and move out into the work place and compete.

G. David Green

I'm G. **David Green**, training and marketing director for **American Publishing Newspapers**. Presently, we have 216 newspapers in 28 states. I do managing seminars and sales training for those newspapers. In my spare time I publish three newspapers in Franklin County.

Betty Musgrave stated that the panel discussion would now begin.

Ron Tremmel asked the panel members what they look for in employees when they are first employed, what they see as successful employees, what traits they have, and also that he would like to know their viewpoints on further training of employees once they are hired.

Kevin Davis--First of all I would like to recognize that the advisory council that I work on with Mr. Tremmel does structure programs that attempt to produce graduates who will fit well into the work place and will be able to accomplish what the work place needs. I want to mention a couple of things--first of all the tools, the analytical skills, the computerized skills, etc. have to be there in order to be truly effective. Also, the communication ability, both verbal and written, have to be very strong because that's all you're doing in business is communicating. Organizational ability, the ability to put things together and see that things will come together for successful completion of whatever is intended is very important. And finally, I think human relations ability is very important. You must be able to get along in the work place, you have to work with other people, and success is determined by that ability to get along. I think employers would look for employees coming out of programs with those traits to be most successful for us.

Mike Goodson--First of all, I want to thank whoever it was that was responsible for inviting me here. It's a welcome opportunity, on my part, as a manufacturer in Southern Illinois, to have an opportunity to speak to educators regarding the needs of business, and in particular, manufacturing in Southern Illinois. Interestingly enough, although we're a very old industry starting in Europe centuries ago, we're not on the leading edge of technology from the state of ability to produce, but we have enjoyed growth in the neighborhood of 20%-30% over the last six years in our own company. So, technology isn't the only place where growth can be experienced. The arts, in many places, and we were the aggressors in picture frame moldings. My comments will mainly be directed toward manufacturing in this specific geographic location rather than on a national basis. I think that this is what this is all about. There are things that I want to bring to everyone's attention that may not have occurred to you. First of all, when you operate a manufacturing plant in an area like this, the things you notice shortcomings in, more so than in the skills of people, are the lack of support services. We operate a lot of machinery and equipment. We have had to, out of sheer necessity, develop some internal skills of our own. We have our own machine department. If we were in a metropolitan market, we would be glad to solicit and pay for those services from outside support mechanisms. We are forced to do it internally. We are in Wayne City, Illinois, basically in the middle of a cow pasture. The nearest support services in the technical field such as machine tools is either the Evansville market or St. Louis. Time, cost, etc, really make that prohibitive. We do have our own machine capabilities in-house. Most companies our size would not have that, but we were forced to. The second thing we find in the biggest shortage of supply is first-line management. Out of the high school graduates that we hire in our work force, there is no background training whatsoever in management skills, personnel resources, etc. Ultimately, if our company continues to grow if we in fact, stay in Southern Illinois, it will depend upon our ability to attract first-line management. If we are not successful in doing so, we will be forced to move our company. It is a very, very critical shortage. Over the last three years, we have added four people at the first-line management level, all of which we had to import. We would much prefer to have promoted from within our company. It was impossible to do. The people had the skills, they were intimidated by it. I could go on for hours talking about that sort of thing. It occurs to me or it appears to me that there could be some level of training starting in high school about management skills. The other half of that equation is basic lack of business understanding--how a business actually operates in our economic environment. I am very pleased to see, I was not aware, that your program is addressing basic business skills. I have been a supporter for years of starting the business training very early on in high school. I am glad to see that situation being developed. I am not talking about elaborate education, they do not have to become accountants, they do not have to become bookkeepers, but economic issues and basic business training are extremely important. It bridges the gap of communication between myself and my work force if they have some level of understanding about business. If American business has been unsuccessful over the last fifteen years on a world-wide basis, I think it has been due in large part to a basic lack of dialogue and understanding between work force and management. The best way to bridge that gap is to educate our high school students in some of the requirements for a business to be successful and just basic understanding. The third thing I see a shortage of are basic machine skills. That's not only true in Southern Illinois, it's true on a national scale. We're not teaching people how to become machinists. We're not teaching people how to become very skilled machinists, to pay attention to detail, that sort of thing. I travel world-wide. I import 40% of everything we sell. The countries we import from primarily are Taiwan in the far East and Italy in the European market. I deal some in Germany on an export basis and England. Truthfully, our work force, from a work ethic standpoint, productivity standpoint, we are second to none against any economy that I have been into, and I visited every major manufacturing facility in our business world-wide. What they do lack is a mind set for detail in many cases. I don't know how that can be addressed in our educational system. They do not take a lot of pride in their skills. I do not have the answer to that. When I go into factories in Europe, for example, people leave high school and go right into a factory and stay basically in that same job or with that company for the rest of their lives. They take a great deal of pride in their skills, whether its in the area of gold-leafing, whatever. I don't know why, in this country, we have gotten away from that pride in our skills. My most valued employees are the ones who, whether they sweep the floor or whether they operate a machine, want to talk about their job and the performance of their job. They take a great deal of pride in their performance, regardless of the task. I don't know whether that's a social problem or whether it's an educational problem. To go back over my points, I'd like to stress the need for business training on a basic level, some training either at the high school level or certainly at the two-year vocational level in basic management skills or personnel skills. First-line management is critical to me. Very critical. And, basic machine skills.

Barbara Beckmann--In my job, I would think the basic skills would be being able to type, having a knowledge of computers. I think banking has changed considerably from twenty-five years ago. Everything is computerized now. If they have a basic knowledge of how to operate word processing, doing multi plans, and the different kinds of computer programs, different reports, all those basic things together, that's really what's needed. The last six months, I've gone through having to train a couple of new people, and I was really surprised at the skills level--they really can't do basic typing. I think that in a lot of work places, if a person can type, they can do basic computers. I feel good communication is very essential. When you are working in a business with so many different people, you're going to have personality clashes. Being a manager, it's difficult trying to keep everybody happy. I really don't think you can. In college, if they learn communications and the different backgrounds and how to communicate with people and get their point across without upsetting everybody. I think marketing is essential. On the secondary market, and I'll explain a little bit the job that we do. We make mortgage loans but my basic performance is to sell that product on the secondary market and be profitable. I think they need the education in creativity, and again, I don't know how all these skills move together as far as what you are seeing enforcing, but if you have the basic understanding of being able to read directions and put those directions into operation. I have a daughter who's in school, and I know that getting their attention is sometimes very difficult. Maybe when they get into college it's different, but high school kids don't really have a very good attention span. Being able to create new ideas and put those into action. I think anyone in the work place needs to have enthusiasm, wanting to do better, not always being saddled with one job, to want to do better. I think the basic skills and the need for good communicating.

John Kunkel--As I mentioned before, my job is manager of administration of Zeigler Coal. The coal industry right now is really competitive. I think a lot of industries are like that with world-wide pressures and global economy pressures on a lot of industries. The coal industry is not that way. It's mostly domestic competition. And the "Clean Air Act" that they passed not too long ago is really going to hurt Illinois coal, as a lot of you have already read about. It's going to be very important for Zeigler and all coal companies in Illinois to really concentrate on producing coal at the lowest cost, and that is the pressure that Zeigler has on them to survive in this industry and employ all of the people that we do in Illinois. In order to do that, I think one of the problems we run into, is a lack of understanding of what makes business run. I'm in an office-type position and I look at things after they happen, and hopefully I can identify areas where we can improve. This is my primary function and my primary contribution to Zeigler. But even the people down mining the coal, the first-line workers, to a large degree, they don't understand why it is so important for us to do every little thing we can to get coal out of the ground. It's the only way they're going to keep their job in the long run. I think, I don't know whether you want to call it lack of motivation or whatever, but if it is a lack of motivation, a lot of it probably has to do with not understanding, businesswise, even just an overall level of business sense on why you want to do that, and if each worker in this industry ever has to do this, each worker in this industry can say "Oh yeah, I understand how business works and I know I have to keep the costs down and that's what the company is telling me, and that makes sense to me. They're now just trying to work me harder for no reason." If they don't work as hard as they can and try to keep the cost down, they're not going to have a job. And, to the degree they understand that going in, I think they're going to be a lot more profitable and help Zeigler survive and create new opportunities. I think just the basic business understanding, even if it's an overall level is going to help a lot for people going out into a manual-labor type job. My particular job, which is business manager of the Illinois division, you need to have communication skills as a manager and be able to deal with people. That is very important. In my prior job, I had to do a lot of that in the C.P.A. field, I had to deal with a lot of clients. Now, I have to deal with people who work directly for me. In any case, you have to be able to deal with people and get your point across without alienating them, and I think that's very important. Obviously, with my background in math and accounting, it's very important. Along with that is the ability to solve problems and be analytical about things. You may have a very good common sense approach to things and say "Well, I know if we buy this piece of equipment, I'm going to be more efficient and it's going to save the company money." But if you don't have the basic technical skills in accounting or math to be able to say it is going to save the company this amount of money, then that idea will never be able to fly because there is too much competition and dollars are too hard to come by to just throw at somebody's idea in their head. So, you've got to really have the ability to analyze and be a problem solver. And one item that I came into here really wanting to stress is computer skills. I know people are getting more computer skills than when I went to high school. I had very little in high school and that's part of most curriculums now. But, I mean real ability to work on a computer, being able to apply ten key skills to the computer and typing skills, as has been mentioned. And, also, I use a lot of LOTUS and using LOTUS, I can solve a lot of problems. My boss comes and says "What is this going to do?" I can put up a little spreadsheet and work through it and come up with a quick answer. They really need to be able to use the computers to their benefit because it's an incredible tool, as you all know. They need to have enough background in that so when they go out into the business world they are at least on an even keel with everyone else who has already acquired the skills. The computer is what I want to stress more than anything else.

Pete Bradham--I'll try not to be repetitious, because some of the things I wanted to say have already been said. One of the things--I would probably put less emphasis on the technical skills than what's been inferred so far. I think that in many cases we increase those technical skills ourselves and they are specifics to our industry. I think that we can do as good a job at that as perhaps anyone else can. What we can't do as good a job on, and I think we're going to need some help, and it is for personnel on the supervisory level. There are a lot of opportunities out there for kids who want to become first-line supervisors because we have tremendous difficulty filling those positions. The things that I would think about would be psychology, sociology. All of our people, myself included, when we started, tended to think that everyone was like we were. Our work force is becoming extremely diverse--different socio-economic backgrounds, different ethnic heritage. All kinds of things that are making it difficult for our supervisors to do a good job. I think that I would also repeat that the part that's hardest for us also is to teach an appreciation of business in general to the people that work for us. We take a great deal of pride that we are in this business, that we are in a very competitive business and that we are successful. Most of the people who work for us don't even slightly appreciate the fact that we operate in a free enterprise system where it is very difficult to succeed and there's a great deal to be proud of. I would suggest, and this is an example, Friedman, Nobel Prize winner in economics, wrote a book called Free To Choose, which is a very easy book to read and I think it would help anyone who goes to work in business to appreciate the fact that they are doing something they can be proud of in spite of what they might see on TV that there were 17,000 murders last year by businesses and that we are polluting the environment, murdering somebody and through our greed we are doing something very bad. And I think that that's the kind of background that they often come to us with and it's very difficult for us to deal with. And I think that the other thing is that basic accounting, it's good to understand the profit and loss statement, they understand what goes into it. Management philosophy--I think that on the philosophical level if they understand the differences of how businesses operate--theory X, theory Y--participatory vs. non-participatory kind of management. Labor relations is another area that the law is making extremely difficult for us to do the things the way we used to do them. In many cases, we were doing them wrong in the first place, so it's a positive thing. But it becomes a major issue in how we operate our businesses. The legal aspects of dealing with personnel are so critical today that businesses our size and certainly smaller businesses are at risk of being put out of business if they make mistakes in dealing with people. It is absolutely critical. And we try to train as much of that and teach as much of that as we can. But, if they don't come into us with some appreciation of the problems that we can confront, it makes it far more difficult for us. One other area that hasn't been mentioned, I think that some effort should be made to teach ethical standards for the kids coming out of school. It does make a difference if the people who work for us share our values. We do a lot of pre-employment testing, we do personality profiling. All those kinds of things help us acquire a work force that share with us the same values and we think that our values are very high and our standards are high. We want the people who work for us to have the same standards or at least to be exposed to them. And that goes back to the same feelings about economics in the free-enterprise system that is a very positive thing. But, I think that we can do a better job of providing that kind of feeling to the people who work for us, again giving them a sense of pride that they are doing something worthwhile and valuable, and we can be proud of it.

Mileah Hacker--There's a very popular book out called All I Ever Needed to Know, I Learned in Kindergarten. This is probably dear to my heart because I have three and four year olds. But when I look at hiring employees and employee relations, I keep going back to that--back to the ethics and morals that Pete mentioned. Sharing. Caring about the other person. Working together as a team. Those are very valuable things that we need. Of course, you couldn't have learned everything you needed in kindergarten, or else we would have stopped there, but I think we need to get back to some of those basics with employees. We need the integrity, the honesty. And then, along with that, a second very important part is the communication skills. I had a very unusual background with having had five years of speech and debate starting with the eighth grade through the end of high school. The reason I didn't go into it in college is simply because I had done everything there was to be done and was tired of it. But because of that, I learned what it was to debate, to be given a topic and in 30 minutes have to speak on it and convince the people that I knew what I was talking about--to communicate. That is so vital. It is very frustrating to me because of my background to have people who just simply cannot communicate. And, when you're in a business community, if you cannot communicate, you're not really going to get there. You can be technically expertise, you can know the computers, if you can't communicate with your boss, your fellow workers, and particularly other businesses, you're not going to be able to get anywhere. So, one public speaking course is not enough. I feel like they need a lot more of that. It can be fun. It can be competitive. I am not real familiar with the state of Illinois, we had the top speech and debate team in the state of Kentucky for probably fifteen years running. And, all the people that came out of that are successful because we know how to communicate. I may not know much about math or accounting as the other person, but I can communicate and I can dig for the mathematics and accounting knowledge that I need or hire somebody that has more than I do. So, the communication is vital, very vital to the people. It's something that we do not spend enough time on. The next area that

I want to talk about that everybody's kind of brushed over are the tools. But, when I think of tools of the job, I think of the real basics, like "How do you operate a FAX machine, or a copier? How do you operate the telephone?" It seems like a small deal, but people are intimidated by it. They are intimidated by the computer. So, it needs to be an integral part of what you are doing. I would propose that you bring these things into the high school level. I did not get to work with a PC until I got to college (A lot of that has to do with my age.). But, I started my kids out at 18 months of age operating a computer and I have high expectations of the educational system, but I am hoping that will carry on through. I would like to see kids getting into LOTUS and to WordPerfect and some of those things in the sixth and seventh grades. I'm encouraging my stepdaughters--they think I'm crazy--but they enjoy it, they've learned to type on it. I think it would make a big difference to know the tools. It's frustrating to hire someone in the secretarial position--but, let's face it, there's not a secretarial position anymore, there's not in my company. What you really need is a first-line business manager when you're hiring an administrative assistant or a secretary (that's usually what the job is titled.) but you've got to have the tools. You've got to know how to operate the tools, you've got to know how to communicate, and most importantly for a position like that, they've got to have the computer skills. When I go through interviewing, it's very difficult to fill the position because you don't get all three, you don't get the tools, communication ability, and computers. You have to train for one or the other. And one last thing about computers, I find that in the specific type of training that I need from the employee, I can't go to the college and get what I need. I end up paying somebody hourly to come in and train specifically on the packages that I need, like LOTUS and WordPerfect. People can pick them up very quickly with intense training but the programs that I have seen don't get them to exactly what I want them to do--use a spreadsheet to solve a problem. I find that if I can set down with them if I have the time and show them quicker and more efficiently or pay somebody for four to six hours of individual training to get them there. That's just a service that could be added. But it's something that we need. The last thing that I want to mention is time management. We are hit with so much in industry these days that it is impossible to get everything done. That's something that you will probably not hear most managers say, but I realize I can't get it all done. But, you have got to be able to prioritize and to manage your time. Teaching students early to do this is a tool they would never forget. I was ridiculed in high school quite a bit for my little calendar and my book and trying to figure out how to get everything done, but by the time you're in speech and debate and four organizations and everything, you're forced to. I didn't learn it for any other reason but that I had to have it. But, if we could incorporate that into a curriculum to teach them how to manage their time, how to prioritize things. If you're hit with ten things in an hour, how do you decide what things to get done? Most people just take the last thing that hits them. But, they've got to learn to prioritize. They've got to learn to use their time most wisely. I realize that in kindergarten you do not learn everything you've got to know, but if we can build on the basics of kindergarten and start on the high school level with these things I've mentioned, we can have the business leaders of tomorrow and make it easier for the business managers of today to get what we need to build successful organizations.

David Green--Working with management people in seminars as well as publishers around the country, I'm glad Ms. Hacker hit on the subject of time management. I ask the question when I first go into seminars "What's your #1 problem that you face in the work force with your employees?" And, the answer inevitably is "I can't get them to do what I want them to do. I can't get done what needs to be done in the day." And, I have found that by probing and by looking into it, we get down to actual time management. Somewhere back through the system, they didn't pick up on time management and time management gets back into the managing of oneself's time, as well as managing time of those that are working under you. And, sometimes the management of those under you becomes more valuable. But, we don't learn to delegate, and that's a tough word because young managers as well as managers I've dealt with who've been in the field for 20+ years don't want to let go. They say "I have to do it or it won't get done the way I want it done." They hold on to that responsibility, that accountability. So, I've got to teach them to hold that accountability but delegate the responsibility. Let someone else help you do it. If you do not delegate 65%, especially we've found in the publishing business, 65% of the things you have to do, you are not going to get it all done. Physically, you cannot get it all done. I can go on on time management for a three-hour seminar, but its primary point is to manage time and get productivity up. The second thing is the ability to make decisions. Just today, five or six phone calls came across from different states saying "Gee, Dave, what would you do about this?" It could have been laying on their desks for seven days. A decision needed to be made three days ago. And, I'm not talking about a little decision. I'm talking about the ability to look at something and tell whether there's a problem; if it's a situation that needs solving and a decision needs to be made to solve it or whether a purchase needs to be made from one manufacturer over another manufacturer. The ability to make a decision. I find in the seminars role-playing of educators getting into one on one, one on two role playing. Here's the scenario, "What would be the decision? What would be the best way to handle this circumstance?" Thirdly, recognizing and the ability to adapt to a changing market place. One of the other folks on the panel had addressed that also. We're in an ever-changing market. The world is changing, Southern Illinois is changing, especially Southern Illinois in the last year is drastically changing in the market place and it will continue to change. So, business managers have to be able to recognize the changes about to come, not after "it's too late to close the gate after the cows are gone." We've got to recognize it ahead of time and be able to adapt to that. In managers, for public positions, one trait I look for is an air of competitiveness. Are they competitive? Do they want to be competitive? Or, do they just want someone else to be the leader, to step out and do it and they'll just follow. We have a lot of followers in the business world and very few leaders who will step out and accept that air of competitiveness. Goal oriented, MBO's (Management by Objectives). I usually say a goal is not a goal unless it is written. Put it on paper. If we just think it, that's good, but it's just a good thought. Once we put it to paper, then we set our sights to the accomplishment, then we set a goal. Next, would be understanding the difference between a job and a career. There is a wide range between the two. A job is where you're there at 8:00 or maybe one minute till. I'm supposed to leave at 5:00, and I came in a little early, so I leave at one minute till 5:00. "Career" takes a lot more. It takes a sacrifice to develop the desire to succeed. I deal with managers, I'm sure you all have. Seems like somewhere they lost that desire to learn and they carry that through into the desire to succeed and to grow even more. To keep that air and to keep that desire, say "I want to be successful. Then, set down with a pencil and say "What's it going to take to be successful?' So, in a nutshell, I guess I look for someone who can or wants to or has the ability to learn to manage their time, someone who is able to make a decision when it comes to decision time, being changeable to the market place, loves competitiveness and good competition. There's a highly competitive market, but good competition is good for the market. Goal oriented--setting goals--understanding there is a difference between "job" and "career," keeping that continual desire to succeed.

Betty Musgrave asked the panel members if there was something they wanted to add to their comments.

Ron Tremmel--Could some of you (panel members) comment on customer service/customer relations, such as the importance of it and what your employees', when they come to you, viewpoint is and what we can do to help you with that.

Mileah Hacker--It's interesting you should ask that. I view customer service as communications. That's one of the greatest weaknesses that typically you find in people. We have the privilege in the part of the company that I'm in, and particularly our division, of having one of the best customer service records in the company. And, I'm continually asking myself and my counterparts what we can do differently. Well, it's an ownership, it's a making sure that we know why we have the job and why we're here. It's being a part of it. It's being concerned. A lost customer or an unhappy customer should be our #1 priority. But, a part of that is the communications ability and being able to talk to that customer and find out what their real problem is. I had a customer within the last three weeks that raised cain all the way to the president of my company. I happened to be out of town when all the trouble came about, and when I finally broke it down and got it solved, which I did, it was just simply a minor issue but it was not handled properly by my out-of-sight customer care in Kentucky. It didn't pass through my local customer care. Both she and I were out of the office and it got out of proportion. Those front-line people, if the communication skills are not there, can ruin your reputation. One unhappy customer will tell 10 people; a happy customer will tell one. I'd rather have 10 happy people and not ever run into the unhappy one. I know it's going to happen. But, you've got to emphasize that if you can't communicate, you're not going to be able to do it.

Barbara Beckmann--Each person represented here does something different. Product knowledge, training your employee about the product that you service, you sell. That person who answers the telephone basically represents your company, so that person answering the phone needs to know how to take a phone call, they need to know how to communicate with people. When they are asked a question, they need to know what department to direct them to. If they don't know the answer, then they need to be able to relate to that customer that someone will be glad to talk with them. It has happened in many different organizations when we get busy, sometimes in the course of answering the phone and maybe not answering the customer with the answer they want, and transferring two or three different times, you can get a very unhappy customer and it's like "Well, they don't know what they're doing there." So, training the person to talk on the telephone and helping her to build a customer communication relationship, it all comes down to good communication and training people to work with the customers.

David Green--Barbara hit on an area and I'm going to say off the results of the grocery studies, I think Pete was talking about customer service. The number one thing is why a person shops or doesn't shop at a grocery or restaurant. The primary area is telephone communication. Are you bold? Can we do something? I'm going to do something I do in seminars across the country. Telephone communication is vital and as Barbara said, we communicate by voice. Do something for me. What I would like for you to do is close your eyes. Any don't open them and look around unless I say to open them. Everybody close their eyes. (pause) Ok, everybody open them. Just an exercise. You called your business or you were a customer doing the calling and you were placed on hold for 16 seconds. How long was it? Studies tell us that a person will wait 17 seconds before making a decision in their mind.

Pete Bradham--One of the problems that I have with customer relations issue and, obviously in the grocery business, it's beyond critical. But, I think it's almost symptomatic as apposed to being a major topic in itself. We have a lot of people, and when we do disciplinary kinds of things,because of poor customer service, in most cases, the person who is providing it doesn't realize they are. It's not that there is an intentional effort on their part to be unkind. It's the way that they see the world and they thought that they were being more than fair, more than honest and kind, considerate and all those kinds of things. It just goes back to the fact that they can't put themselves very well into the position of someone else. They always see the world through their own eyes and aren't able to recognize that not everyone looks the way they do and acts the way they do, or talks the way they do. And often, particularly with older people, they are offended by the way the young people deal with them, and I think rightfully so. But, it's very difficult to teach that. And doing it through disciplinary acts is not very good either. So I would be the first to admit weakness in that area. We spend a lot of time trying to critique and train ourselves, and we're not totally successful.

Mike Goodson--Understanding basic economic values that customer may have is a major shortcoming.

Kevin Davis--I would go along with that. Part of our operation is the Rend Lake Golf Course. No matter what condition the course is in, the major thing that has an impact on who will play is how the people are treated when they get to the golf course and to the restaurant. It's very important that people are treated right.

Betty Musgrave--Other questions?

Earl Jeffers, Mt. Vernon High School and Rend Lake Regional Delivery System--I really do appreciate you all taking time out from your day and help explain some of the things that we want to hear. I don't want to sound too simplistic, but would you give me some examples of the reading, writing, and math skills that you want out of your first-line managers or something your first-line managers cannot do or have difficulty doing.

Mileah Hacker--The first thing that I see is the written communication. You have to be able to communicate verbally but we also have to be able to put that in letter form. One of the best courses that I have ever had, and I only had one, which is the frustrating part, is the business communications. I did not get that until in college. I hate English and grammar, that is just me. I do not like preposition, phrases, etc. And I had that crap all the way through high school and I never understood the importance of it until my business communications class as a second semester junior in college. And, at that point, I thought "Goodness, I have really missed something here." Why can't we get the enthusiasm down as freshmen in high school. Make them understand what a memo can do in a business. What I have done since I have had this job if I weren't for my ability to write those memos that get to the point, that are not accusatory, not blaming, but are actually getting to the point in a very constructive manner, I would not be where I am today. I didn't learn that until I was a second-semester junior in college. Just think, if the freshmen can learn that ability, where they can go. They could pass me by the time they are 23, because they could just move right on up. We've got to get it away from English and grammar and English 101, 102 or whatever. Start calling it business communications and have I, II, III, and IV through high school. I think it would make a world of difference in applied true application.

John Kunkel--I just want to echo that sentiment, too. I get a lot of communications from people in a technical field as opposed to business or management field and they're trying to communicate something to me. I won't even call it a memo because it doesn't even come close to what a memo is. I think the act of practical application, of using commas, of being able to put complete thoughts into a sentence. I've seen enough incomplete thoughts in a sentence it makes it hard for me to make a decision on something someone's said if they can't communicate it in writing. It might be three sentences that don't make any sense. They're not communicating their thoughts to me, and it's amazing to me that I can have that many occurrences during the course of a month of memos or letters that are incomplete sentences or that ramble on and on. I think just being able to write someone concise, get-to-the-point, organize your thoughts, and actually do it in a writing skills type of way. Actually using proper nouns, pronouns, pronunciations, etc. I think that's the key skill that's actually lacking--how to write a memo. That type of thing would do a lot for people.

Kevin Davis--I think what we're seeing is the upper 10-25% does very well. It's really difficult in business when technical people need to write a letter to take care of a problem. They can't write a letter, so they give it to a secretary to help them and you end up writing the letter for them because they can't put it together. So, you can't delegate. There's no one to do those jobs for you. They don't have the skills. So, I think that, at the high school level, basically, it's not at the college level, they need communication skills at that stage.

Pete Bradham--I think, basically, on a specific level in our business, I'm concerned a about first-line supervisors who cannot write an accident report. They use inappropriate words to say things that they don't mean that later go into a report. We have to try to figure out what they meant, not what they said. Same thing is true in performance evaluations, not necessarily that they can't write the report, it's that they're not communicating what they want the employee to do, so we have serious problems. On the level of arithmetic, we're talking about, like in the grocery store, we may have 25,000 items. All those items have to be priced by first-line supervisors, who in many cases, are making the decisions on an individual item. They have to understand how to take mark-up, how to compute that, how to take a mix if we've got one family group at one price and another family group at another price, how do they put those together. Those are some very practical kinds of things. How to figure a gross profit percentage, we've found that they can't do that, and that's embarrassing.

Mike Goodson--Any time you go through several months if not years, and people are masters at disguising the aptitude or the ability to do some of the things, that can really cause severe damage. Reading skills, mathematic skills--they can mask that very well. But in particular, in first-line managers, the ability to write passable carries a lot of weight, maybe even more than computer skills.

Mileah Hacker--One particular item I would like to add is the resume. I cull people based on the resume so much of the time. They really need to understand what they are communicating. It is easy to verify it it's true or not, but they have to be able to concisely present and market themselves. For a position, I get one or two that I consider to be decent, passable resumes. When I get an outstanding one, I'm going to see that person whether or not they qualify, because at least they can communicate who they are and what they're doing. That's very important and it's very simple. A few weeks is all it takes to teach people how to put one together. They really don't need a lot of impressive things on it as much as it needs to be accurate.

Don Sutton, Wayne City High School--I have a couple of comments and questions to ask. One, I hear what you were saying about basic skills in teaching of computers and typewriters, definitely some kind of a course in business appreciation and what it means to management for the employee to help make a profit and I agree that that is very, very necessary from our standpoint on a secondary level. We face the very same thing in our students that you're telling us that you face in your workers--not being willing to accept responsibility, of having the idea that teachers owe them a grade the same way that your workers feel you owe them unemployment and you owe them 10 days of sick leave and they've only used six so they've got the other four coming whether they're sick or not. I guess my point is, I don't know how we're going to, on the secondary level or even in kindergarten, instill the integrity, the pride, the dedication, the idea that people are to work for what they get rather than having it owed them. Kids come into our school with that attitude--that the school owes them. Until we can change the parents, how are we going to change the kids. But, then I hear you saying that until we can get kids coming into our work force, we can't change that either, so it's kind of a catch point. But, the question I want to ask is "How many of you ask for a high school transcript when you employ people who do not require a junior college certification or a college degree?" I feel like, and I made this statement before another group of people. I feel like that is our biggest single weapon that we have at the high school level for finally getting it to our kids that business is listening to what you do when you come out of high school. I tell these kids "You better do this, you better be in the activities, you better not be tardy, you better not be absent because business is watching you." Any, then nobody ever asks me for that. Nobody ever says "How many activities has this kid had." Hey, we can tell you with a pretty good degree of accuracy what this kid's going to be in the work force by telling you what he was like in four years of high school. But, you never ask us that. Can you answer that?

Pete Bradham--Some of those questions you asked we probably should be asking. But, some of those questions we can't ask you even if you'd tell us, because if it's not a requirement of the position, we'd be breaking the law by asking.

Don Sutton--Can you not just ask for a high school transcript? Everybody can ask for a college transcript.

Pete Bradham--If it's a requirement of the job. If the job requires a high school education. We have a very serious problem with this. We have to be very careful what questions we ask, what information we get. If the job requires a high school education, we have to prove that it does or we're discriminating against people who don't have a high school education. So, it gets really tricky. It's not as simple as it sounds. I think you're exactly right. I think those are all good things that we aught to be getting and we aught to be able to use them, but in reality, we can't. At least, some of those things, we can't.

Mileah Hacker--One of the questions I heard you asking was how do we instill those things into people that they're not getting at home. I think it goes back to another point that I made earlier that I would like to expand upon. You have to take ownership of the problem and do your part to solve it. I realize that not all students come from a good family background. I wish they did. If you do not love those students, if you're not concerned about where they are going, you're not taking ownership of them and helping to guide them. A lot of students don't take advice well. Perhaps we need to get better at helping them make decisions for themselves and getting to know them better to find out what they want to do and making things to where they're important to them. That's what I as trying to get at with "business communication." If someone had taught me that in high school, I would have spent years developing those tools but all I was told was that I needed English and the same thing with math. I took just what it took to get by. I graduated second in a class of 205, so I had a high GPA. But, I didn't find out until I had a run in with calculus in college that I found I had to hire a tutor. I was really upset about it, but I was logical enough to know that I didn't have enough to get through it. I made a "B" and it's probably the class that I learned the most in because I really had no basis for it. But, you've got to make it important to them and made them understand and make it a requirement that they have to go through it. Because it's vital. If the teacher or educator at any level is not concerned and they don't care and they're just doing their job versus it being a career, the kids know. They know it just like my kids know in pre-school the pre-school people who are there because they care for the, and they want to help them be better people versus the ones who are just there because they need a job. And, that's the difference.

Kevin Davis--Just one comment on your statements. I don't think anyone here means it to be a confrontation situation between the business people and the educators. We're simply trying to point out the areas where we experience difficulty in the work places. And, I think the point is certainly well taken that there's going to be a correlation of comparability between performance at school and performance on the job.

Don Sutton--I think it's very important, for example, I would like for our kids to hear the things from the business people that we hear today because they would respond better to you telling them that then they would to the same teacher that they had in business for four years or whatever. They're just blowing so much smoke.

But, if they hear it from General Tire or Super Foods of whoever, who come into some of our classes as resource people to talk to these people who are going down that path and say "Hey, if you really expect to get out here and get into a company like mind, here's what you're going to have to do." They will listen better to you because you're the ones out there in the work force.

Pete Bradham--I can commit to you that our company enjoys being asked to go. I will go or one of our people will be glad to be there. We can't education as well as you can because we're not trained to do that, but we can tell them what it's like going to work for us.

Mileah Hacker--I would be more than willing to do so, too. The disturbing part to me is the only place I've been asked to do so is on the college level; and, so often we're not really getting people who are making decisions about what they're going to do and who they're going to be. I'd be glad to do it and come in and do whatever I can.

Mike Goodson--This is the first opportunity I've had in my entire business career to address this level of education. The problems I experience as a business operator have little to do with college level. It's high school and junior colleges who affect my business. It occurs to me after listening to both sides of this conversation, probably, as an organization, business people are starting to think that educators are a little close marketed as to what they really do. In any case, I think the only ones who are saying anything about educators are carrying their banners in the news media. We're all aware of what's happening in education in the news media. I think the same thing is true of business. My only comment as for the last comment that I would leave this room with is that if business and education don't get their heads together, and I'm talking about education on a much lower level than college, we're in for some pretty tough roads ahead, especially on the basis of world economy.

Question from Building Fairness Consultant for the Southern 29 Counties--I'd like to ask you what advice you would give females, especially, in preparing for or entering the world of work.

Pete Bradham--I think in reality there's still a great deal of discrimination against women in the work force regardless of what the companies say. And, I think the best thing anyone can do is try to find companies that are truly committed to equal opportunity. I think the only way to do that is look at who the executives are and who's been promoted. Our industry is phenomenally bad. I would not recommend it. Women who work for us have difficulty working with our suppliers and others because they're not used to working with women in management positions.

Mileah Hacker--I'm not from Southern Illinois. I've been here almost ten years. But the thing that I see is that so many of the businesses are like Super Foods in the area. They do not promote women. I have been in three industries in this area and the best equal opportunity I've got is with a national company--GTE. But, you're not going to find a perfect situation and you won't always have that option. For women in the work place, you're going to have to understand that you'll be judged harder, they'll probably expect a lot more out of you, you're going to have to know the labor laws, because there are a lot of things employers can't ask but they will ask a woman because they don't expect a woman to know the laws. I've been in interviews like that and a just say "Listen, do you really want to continue?" Because it's none of their business how many children you have and how old they are. I have done what I've done with two children 14 months apart and a husband working straight midnight shift six nights a week for Zeigler Coal Company. Do you think they would have hired me for this position had they known that? They couldn't ask and I knew that going into the interview. They count it a strike against you if you're a woman in child-bearing years as far as a lot of people are concerned. So, I think you should know the labor laws and know what the businesses can and cannot get by with so you can stand up for yourself and be aggressive.

Mike Goodson--Recognition of the fact that they are minorities. Dealing with that on this first issue is super, super important. I can't apologize for that, and I don't intend to, but to fail to deal with that situation is often fatal.

Barbara Beckmann--In banking, there are probably as many minorities working in the positions of bookkeepers, tellers, etc. There are not too many male tellers because in the teller line, there's no room for promotion. But, if you go out into the work force, I would say to just stick in there and work hard. I've really had to prove myself over the years. I've been in banking 25 years and it's taken me quite a while to get to where I am. But, you have to be dedicated and you have to work hard. You can achieve your goal.

Comment from a workshop participant--Very few people ever go to the teachers and administrators, and we appreciate the role as well as your opinions. Thank you.

Betty Musgrave asked for any further questions for the panel members. She then used the overhead projector to explain transparencies having to do with TECH PREP. In regard to setting performance standards, she reported that the advisory committee will be working to set common performance standards so that they will be the same for Franklin County, Hamilton-Jefferson Counties, JTPA, Rend Lake College, etc. She said, "We want to work for some common goals that all meet what it is that the student is going to need when they go out there and made application in your business. We would like to see that you would have priority time for the TECH PREP graduates, and we would like for you to sponsor a TECH PREP student. We'd love to have some scholarships. We're looking for a guarantee of placement of our graduates if that's possible. I know those things are very, very difficult at a time when we have 25% unemployment in some of our counties. But, we know it's also a time for leaders and for managers. It's also a time for change in education. It's exciting to be a TECH PREP Director, and I'm enjoying it tremendously. I hope that you have come today and you're going away with some new fresh ideas or something that has stirred your imagination for what you're doing in your classroom or your administration--something that will make you think that TECH PREP does have a valid point to it and you will be a part of it. To the panel, I want to thank you for coming today. We appreciate it. We hope to put a course of study together to bring back for you to look at to see if we've addressed what you expected."

TECH PREP

"What Business and Industry Expects of an Engineer Technician"

February 6, 1992

Serving
Franklin County Regional Delivery System
Rend Lake Area Regional Delivery System
Rend Lake College

TECH PREP ADVISORY COMMITTEE MEETING

Engineering Technician

FEBRUARY 6, 1992

Industry Panel Members:

Edward Marshall - General Electric
Larry Lipe - Lawrence Lipe & Associates
Ian Broomfield - FGM, Inc.
Kevin Phillips - Phillips and Roffmann Associates
Steven DeJournett - Nutherm International
Phillip Heins - A. L. Lee Corporation
Rick Marlow - Watwood and Heavener

'WHAT SKILLS BUS. IND. EX. OF AN ENGINEER TECHNICIAN

	COURSE NO.	COURSE TITLE	FCRDS	RLRDS	REND LAKE COLL	SIU	BUS. & IND.	OTHER
Math								
Physics								
Science								
Mechanical drafting								
CAD-CAM Systems								
LOTUS								
Software								
Computers								
Communication:								
Verbal								
Written								
Algebra								
Trigonometry								
Basic mathematics								
Basic design work								
Writing skills								
Technical writing								
Read drawings								
Basic construction structures								
Pencil drafting								
Applied drawings								
Structure Information								
Basics								
Basic computer language								
Keyboarding								
Basic Mechanical Equip.								
Basic Electrical Equip.								
Management Skills								
Hydraulics								
Electrical								
Mechanics								
Millering								
Writes Operation and Maintenance Manual								
Building materials								
Keeps Engineering Library								
Quality Control								
Inspection Reports								
Quotes Customers								
Aids Customer with Engineering problems								
Aids in selection of components								
Aids in selection of vendors								

APPENDIX J.1

"WHAT BUSINESS AND INDUSTR CTS OF AN ENGINEER TECHNICIAN"

Customer Communications							
Patience							
Dealing Internationally							
Working understanding of drawings							
Understand Schematicss							
Engineering Language							
Understand and comprehend							
Problem solver							
Decision maker							
Telephone skills							
Be able to change mind on former decision							
Aid in preparation and maintenance of drawings							
Billing							
Understand parts numbers							
Parts numbering systems.							
Puts together parts books.							
Listening to customer needs							
Enthusiasm							
Govermental Agencies							
Private Groups							
State Fire Marshall							
Department of Public Health							
Building Codes							
Conscientious Worker							
Set an Example							
EPA							
Part of a whole environment							
Equal Opportunity: Awareness							
Unrealistic Expectations							
Creativity							
Follow Directions							
Positive attitude							
Pride in work							
Work experience with ed. preferred							

WHAT SKILLS BUS. IND. EX. [illegible] OF AN ENGINEER TECHNICIAN

Aids Purchasing								
Communicates with Engineer								
Communicates with lowest assembler								
Listening								
Budgeting								
Telephone Wire Transfers								
Digital files								
Surveying tools								
Electronic Distance Meters								
Third-Party softwares								
Computer Operating Systems								
Computer programming								
Write Business Letters								
Bottom Line								
EPA Rules								
Tolerances								
Nuts and Bolts								
Steel								
Welding								

"WHAT BUSINESS AND INDUSTR ECTS OF AN ENGINEER TECHNICIAN"

	WHAT SUPPORTIVE SKILLS BUSINESS AND INDUSTRY EXPECTS OF AN ENGINEER TECHNICIAN"						
	COURSE NO	COURSE TITLE	FCRDS	RLRDS	REND LAKE COLI	SIU	OTHER
Organizational Skills							
Steps for Completion							
Prompt							
No absenteeism							
Adaptability							
Variable work assignments							
Human Relations							
Getting along with people							
Put together a set of specifications							
Actually observing in the field							
Project Manager							
Take from beginning to const. phase							
Proofread letters							
Work overtime							
Seek further education							
Time Management							
Knowledge of Architectural profession							
Architecture as a business							
Know impact of their time							
Adapted work							
General understanding of how things work							
Relationship between the client and architect							
Research information							
Make educated decisions							
Arrive at conclusions							
Use new tools							
Learn other skills in firm							
Structure for sorting information							
Arrive at answers							
How to collect information from consultants							
Overlay with architectural information							
How to preview information							
Adapt to whole environment							
Don't depend on a lot of assistance							
Handle the job							
Client contacts							
Understand what they are wanting							
Give customers advice							
Communicate project progress							
Part-time or flexible worktime for students							

APPENDIX J.6

TECH PREP ADVISORY COMMITTEE MEETING
Engineering Technician
FEBRUARY 6, 1992
REND LAKE COLLEGE
INA, ILLINOIS

Co-facilitator:	**Betty Musgrave, Director of TECH PREP**
Co-facilitator:	**Fred Bruno, Architectural Instructor, Rend Lake College**

Mark Kern, President of Rend Lake College, welcomed everyone to the TECH PREP advisory committee meeting. He expressed his appreciation for industry's willingness to cooperate and reiterated the importance that Rend Lake College places on TECH PREP for two very specific reasons. 1) Students who go two years at the community college and do not take courses in their majors, many times do not even go into that major at the four-year university. He expressed the feeling that, if the high school can get students started in auto, agriculture, industrial technology, and if there is an order of progression where they go from there to Rend Lake College then to the four-year school, Rend Lake College is going to benefit by having more students in its programs than it otherwise would have. 2) Each time a new course is added to a curriculum, a new course has to be deleted. A student must be able to complete an associate degree program in two years. The Illinois Community College Board likes to see a degree with 64 semester hours. So if something is added, something has to go. Rend Lake College must be able to depend on the high school curriculum to prepare students so that, in two years, the students are ready to go into SIU in the required courses (according to the TECH PREP plan). He stated that he felt the TECH PREP would aid educators on all levels. He welcomed everyone present and assured the group that Rend Lake College would be very supportive of TECH PREP.

Carroll Turner, Dean of Vocational-Technical Education, Rend Lake College, added his welcome to the individuals in attendance and especially the industry people present. He expressed the desire to hear from the industry panel what they require in employees and assured them that Rend Lake College will try hard to instill those types of skills in graduates. He stated that the TECH PREP project is a joint project of the Regional Vocational Delivery Systems and Rend Lake College. He stated that the group is extremely fortunate to have Betty Musgrave to make sure that TECH PREP becomes a reality in the district.

Betty Musgrave stated that she is very pleased with the participation. She stated that the group of people involved in the TECH PREP project grows and grows. Last year the project was involved in planning a course of study for industrial technicians. She mentioned the book called The Neglected Majority by Dale Parnell. She stated that the book refers to the 42% of high school students, those who are not lower-level students and not college-prep students, and TECH PREP is aimed at that 42%. She stated that there are a lot of changes taking place today in classrooms, courses, society, the home, and the business place. She stated that the industrial technician curriculum is being implemented this year, and the TECH PREP project is concerned this year with planning a business manager and also an engineering technician curriculum -- programs which will lead to competency and meet performance standards through applied academics and sequential courses of study which will lead to employment. She stated that TECH PREP has pilot programs in Benton High School for the applied biology/chemistry, in West Frankfort for the applied mathematics. The goal of TECH PREP is to raise the level of expectation in order to get more from students, Mrs. Musgrave stated. She said that Southern Illinois is more industrialized and more global in the extent of export and import than generally presumed. She used the overhead projector to review the goals of TECH PREP and other information included in the packet provided for all individuals in attendance, then introduced the following industry personnel on the panel for the advisory meeting and asked each person to give a brief individual history:

Edward Marshall - General Electric

I'm **Ed Marshall** and I manage the tool shop for **General Electric** in Carbondale. We've been in Carbondale since 1966. I've been with the company for 37 years. We are very technical in our shop. We have five CAD stations, we have two CAM stations, we have thirteen different pieces of NC equipment, all related to computer software. We do most of our tool designing, and we have a total of 29 employees. Most of my employees, I'm sure Dr. Orr will be pleased to know, are hired from SIU's two-year program, an excellent program. I am very much amazed when I look through the paperwork that you have presented us with today, how thorough this has been researched and the courses that you recommend a student follow. There's a lot of effort that has been done on someone's behalf to bring this out in the open, and I believe that starting in the high schools is very definitely the place to start in trying to train these students.

Larry Lipe - Lipe and Associates

My name is **Larry Lipe** and I'm the owner of **Lawrence A. Lipe and Associates** in Benton, Illinois. We're consulting engineers. We concentrate in the field of civil engineering. We've narrowed that down to where we basically work on projects in design, engineering work, and construction observation work -- highways, local roads, water systems, sewage systems, sewage treatment facilities. We also do quite a bit of land survey work of various types, which all basically associates back to the final design product we put out which is basically a set of planned specifications which we can give to a client which then goes out for bids and contractors. Our firm has been in business since 1938. I came in 1967. Since that time, we've had a few changes. We've been up and down. The firm now is about 22 employees, which surprisingly includes only two professionals. The majority of the people are engineering technicians. I feel that the technicians do most of the jobs that we have in our office with some guidance from the professionals. We encourage the development of the engineering technicians. We train them or we train in conjunction with the junior colleges and the universities. We have probably two or three graduates from SIU in the technology program. Most of the rest have graduated from Rend Lake College's two-year program.

Ian Broomfield - FGM, Inc.

My name is **Ian Broomfield**. I'm a CAD manager at **FGM Architects**. I've been there about 6 months. I came from Toronto, and I'm here to pretty much express my opinion. For people coming into the field these days it's going to be a tremendous asset to know computer design. It has been to myself personally and I expect that people coming out in the future are going to have to know these skills and be socialized to them and also be prepared to keep professional knowledge as they go as times change.

Kevin Phillips - Roffmann Inc.

My name is **Kevin Phillips** and I'm with **Phillips-Roffmann Inc**, Mt. Vernon. We are a consulting engineering firm much like Mr. Lipe's firm. We offer services in the areas of structural engineering, civil engineering and surveying. We are a new company. We've only been in business since 1986. So right now, the company consists of myself and Harold Roffmann. So we haven't had the opportunity to hire technicians at this point. I can tell you some things that I've looked at in starting out on my own.

Steve DeJournett - Nutherm

I'm **Steve DeJournett** from **Nutherm International**, Mt. Vernon, Illinois. The company has been there since 1979. We do strictly testing and manufacturing My title is lead design engineer and I'm also supervisor over the CAD system.

Phil Heins - A. L. Lee Corporation

I'm **Phillip Heins** with **A. L. Lee Corporation** in Mt. Vernon, Illinois. We build support equipment for underground coal mining. We have two offices, one here in Mt. Vernon and the other is in West Virginia. Principally, in our location, we build personnel vehicles, underground support equipment. We use a lot of mechanical technology. I am a graduate of John A. Logan College in their two-year drafting program. A. L. Lee Corporation has been in business since 1976. I've been with them for 10 years and my title is chief engineer.

Rick Marlow - Watwood and Heavener

My name is **Rick Marlow** and I'm an architect with **Watwood and Heavener** in Centralia. Like some of the other firms, we're principally a consulting engineering firm. During the last five or six years, we've added architecture. I'm the head of that division. Architecture accounts for approximately 40% of our business. I am a graduate of Rend Lake College. Our firm has about 25 employees and about eight CAD stations. We have several engineering technicians and architectural technicians. Some of them came from Rend Lake College and some from the SIU program. I am very interested in what we're going to hear today.

Betty Musgrave stated that she would now like for each panel member to talk about what they expect of engineering technicians in their shops.

Edward Marshall - We expect a person to have a good math background, in fact so much so that we try to put them on an apprentice program which is an 864 hour program. Three years of that, we teach them mathematics. We also teach drafting, which is with our CAD-CAM systems. With a strong math background, we feel that people are better adapted in the shop and can handle all of our computer programs. Even with LOTUS, you cannot handle it properly unless you have some kind of a math background. As far as software or having a computer background, it really hasn't affected us that much as far as having SIU or someone else teach the employee something about computers or software. We have taken it upon ourselves as part of a training period and with the software that we use it seems that upon a six-month training period, they are doing pretty well. Naturally, they are not full steam. It takes about a year for them to be very capable as a tool designer. The thing that I think is very important is the communication skills, whether it be verbal or written or any phase of that. Do they communicate well? We teach a program in our apprenticeship on communications. Organization, I think, is a great skill need for anyone in business. If you have your job laid out and well-organized where you can refer to your various steps of completion, and I believe that is overlooked somewhat in our training, even with our apprentice training. We do not organize the people properly. We expect people to be very prompt at their work station. We do not like absences. I think our absenteeism record is something in the neighborhood of 1 to 1½%, where I think industry-wise 2% is doing pretty well. So, we try to stress that with our people that they must be at work. We can't get along without them. Adaptability - how well do these people adapt to various work assignments. If you have a mind-set that you can only do one thing, we might run out of doing that one thing someday and we'll have to ship you to some other phase of the work. Do they adapt well? Obviously, just getting along with your people - personalities. How well do they get along with one another? You can't have dissensions around your shop or business area. So we try to encourage this type of interactions among our people.

Larry Lipe - Unlike G.E., we basically rely on the junior college and university to provide most of our training, whether it be gotten before they go to work for us or while they are employed with us. What we look for in a technician is basically, I think, we would like them to have good mathematics skills, at least in our area. We would like to have them with college algebra and trigonometry. The calculus is not as important in our office as it might be where someone is into more intricate design work, such as mechanical. We look at drafting skills. We like for them to be able to do mechanical drafting even though most of the field is heading towards the CAD engineering program. Our firm has been a little bit behind a lot of the other firms probably in getting into the CADs. We have just started in the last year and a half. I have a lot of older employees and we didn't know how they were going to react to the CAD system. Surprisingly, older employees are taking to it better and faster than the younger ones have. I don't know if they have foreseen that the opportunity is there for them to improve their skills, but they've all gone back to RLC at least one night a week, which we pay for, to get that training. The employees that hired out of RLC or SIU have generally had enough basic CAD skills that they have been able to set down with our equipment and start right out without much additional training. So we are slowly getting into the CAD engineering aspects of it. It looks like it's about a 6-month learning curve for us. Probably, cost effectively, as far as doing basic design in our operation, probably the break even - CAD or mechanically - the difference is that if we have a lot of changes in the design drawing, then it allows us to make those changes very quickly without having to erase a drawing or redo a drawing. That aspect is good. We also are very interested in communication skills. We like a lot of flexibility in our employees. We like them to be able to do more than one task in the office. That goes from being able to do basic design work to putting together a set of specifications to actually going out to the field on construction activities to observe what's going on in the field. We'll let a technician basically be a project manager and take a project from the beginning all the way to construction phase. Generally, that person may have another person or two working under him to assist him with those activities. There's a lot of opportunity in our office for a technician. A lot of time I like that better than the engineer because I've found out a lot of the engineers want to try to redesign the wheel. Our organization does not redesign things. We're basically taking somebody else's design and packaging and putting it together to come up with a finished product, so you don't have to have a lot of intricate tool design like you would have to have with G.E. Language arts are very important. We find a lot of kids who come out of school can't write a letter. They can't sit down and actually write a letter to a client that does not have to be proofread and cleaned up. So, I think it's important that, if a person goes through any kind of a technical program, if they're planning to go out here in the field, they must have some writing skills. Technical writing came easier to me than when you have to put in all of the verbs and adjectives to please the educator. It doesn't have to be flowery writing skills, but it has to be technical writing skills. We like our employees to work overtime. Everybody in our office is on time and a half except the small professional staff that we have. We would rather an employee work extra hours than hire an additional employee. We try to keep our firm at fewer than 25. We encourage our people to get additional education, whether they have a four-year degree or a technical degree. We will pay full tuition for our kids to go back to school as long as the classes they take are related to their work. We do encourage employees to go back to school.

Ian Broomfield - When you walk into FGM Architects, you have to do a couple of things if you're a technical student. You have to know, of course, how to draw, how to read drawings, and you have to have a basic knowledge of how buildings go together. In other words, the basics of construction structures -- the fact that there are footings under buildings and the way we cut buildings up to represent them. You're going to have to be able to manage your time somewhat and you should have a knowledge of how the architectural business works. Many people come into the architectural profession and they know how to draft, they know somewhat about architectural history, and some other relative information. What they lack is an understanding of how architecture works as a business and that is a big part of what we work with and has to be adapted to one way or another. That's not to put other issues to the side, but you'll be doing these students a favor if they know what the impact of their time and effort is going to be on the project and if they have a general understanding of how things work, of the relationship between the client and the architect and the architect and the consultants and the fact that it's becoming more of a specialized profession as opposed to how it was 100 years ago when the architect was in control of everything. They're going to have to be able to, most importantly, dig out information and use that information to make an educated decision. People can't always give you all the answers. You have to be able to arrive at your own conclusions, do a little bit of research and really that's just a matter more of having developed the attitude that you can look for your own answers. They're going to have to be able to use the new tools of the profession and the computers and software. You're going to have to have a good working knowledge of how the software works and this is going to have to be done in conjunction with learning the other skills of the firm. Currently, I think, a lot of the people who graduate know how to draft on a board with a pencil and they know CAD, but they know CAD in a way that isn't relative to architecture. So, they know commands and they know lines and arcs but they've never actually applied it to drawing, say, something as simple as a floor plan. The CAD programs do not deal with learning how to apply those CAD skills. The secret to any computer, and this is a general assumption on my part, is learning how to structure the information so you can sort it, you can use it to arrive at answers. That's something which is very, very weak in CAD teaching now is that there's no thought put into how to collect information from consultants, how to over lay it with architectural information, how to preview it, how to keep sure that you have the most current information, how to eliminate the things which can happen if you draw a faulty source of information or not the most "up-to-date." If you know how to do that, then you are reliable. You don't have to have somebody to hand everything to you and look over your shoulder, if you know enough to structure your information and you can position yourself so it's done in as automated a fashion as possible, then you are miles ahead of what's currently in the field.

Kevin Phillips - As I mentioned before, we don't have people working for us right now. I have had a lot of time I've spent thinking of what I would look for and I have had opportunities of working for a couple of other people using CAD services and things of that sort. As everyone else has brought to our attention, you have to have the basics, you can't jump into computers and have computers do everything for you. I had the opportunity when I learned CAD, I learned it in my previous employment, and I picked it up pretty quickly. I had a lot of drafting background in high school and college, and we had a salesman there that I had to teach CAD also. He had never had any drafting, and we spent some pretty good hours on the computer trying to teach him CAD which, basically, is going back and teaching him drafting. So, you can't just look at a computer as making a person a draftsman. Mathematics is another skill that a person is going to have to have, anytime you're working in an engineering field, you'll need mathematics and physics. That's another academic area that a person needs to be strong in. That person needs common sense to apply those skills, too. That person is going to have to be well adapted to the whole environment of the business. He has to be able to take a project and not depend on a lot of assistance with it and do the best be can with it. He'll be under advisement, but he'll have to handle the job the best he can. And, he may have some contacts with the clients on that project. In that sense, he'll have to understand what they are wanting and also be able to tell them what his advice is and what he's working on in that project.

Another thing, a lot of times, I have seen people who have come out of CAD programs and they are well versed with CAD but, when it gets down to a DOS environment or the basic computer program language, they must know that too, so they can save a program on a disk. You need to know computers and how they're set up and how to be able to maneuver inside the computer. A lot of our application is very similar to what has already been mentioned.

Steve DeJournett - Our computer operators or engineering technicians don't really need calculus or the higher maths. Trigonometry is used a lot, trig. and basic mathematics. We expect good manual drafting skills. We have a lot of old manual drawings that we need to update periodically and make corrections. He needs to be familiar with auto CAD. It's not that difficult to pick up. One thing that a lot of the technical auto CAD programs and others overlooked, I've had a couple of CAD operators who didn't know how to type and they were crippled as far as typing in text on a drawing. So a basic typing class would have really helped. We expect them to be familiar with basic mechanical and electrical equipment, so they know what a bolt looks like or what a piece of sheet metal looks like. Nothing really involved, just some basic understanding of various things. We normally give them quite a bit of time before we put them into any type of design work so anything that we expect them to do in the way of design is trained by us. We also give them about 30 days training in our office on our computer, our system, and the way we do our drawings, etc. One thing, we had good luck with on basic engineering technicians or computer operators or draftsmen is letting them work part-time or flexible time while they go to RLC or other colleges. We let them work in the afternoons or let them work late to make up time while they pursue a degree. We lose a lot of them to four-year colleges, but occasionally one will stay. In fact, that's what I did. If they stay with us, then communications and management skills become a lot more required. Of course, for salary increases, etc, then they move up and take on more responsibility. There's communications with customers. Patience is a good trait. We deal with a lot of foreign people. We do a lot of work overseas and it's hard to understand those people. It takes time to understand them. We don't require any foreign language.

Phil Heins - Until recently, in our company we didn't have a position called an engineering technician. However, I had to replace a draftsman and I chose to promote a fellow from within. He's turned out to be an excellent engineering technician. He has been going to school and he has taken night courses. But, what's interesting about him and what's made him so excellent is that he knows what we do, he started out in the assembly department, actually putting the nuts and the bolts together. He learned hydraulics that way. He was soon promoted to the electrical department and he knows the electrical area of building our vehicles. He had it all except the drafting. And, he's turning out to be the best help that I've ever had in engineering. He has no drafting background and I'm sure he'll pick that up, too. It's just kind of a sidenote. We didn't know what to call him. We called him an engineering technician. But, this person that would hold that title has to comprehend and have a working understanding of drawings and he has to understand what a schematic is, how does it work and why does it work. This is the medium by which engineering speaks -- through drawing and through technical writing and building material and such. That person has to understand and comprehend. Basically, the engineering technician is a problem solver. He's a putter out of fires. He takes the phone calls that the engineers don't want to bother with sometimes. He pays attention to detail. That's where so many fail. Everyone has mentioned math skills. What is simply unacceptable is how many draftsmen can make a good drawing, yet when you add up their dimensions, they don't add up. It's simple addition and subtraction, but it happens all the time. An engineering technician is a decision maker. He has to be able to make decisions. Right or wrong, sometimes, he has to make them. He also has to, once a decision is made, occasionally change his mind or accept the criticism. In our particular instance, a background in hydraulics, electricity and mechanics. Millering sometimes is good. A knowledge of welding is good. An engineering technician would aid in the preparation and maintenance of drawings and bills and materials. He needs to understand parts numbers and the parts numbering systems. The engineering technician is the person who puts together our parts books. He writes the operation and maintenance manual. So, communication skills are very important since he has to do a lot of technical writing. He keeps the engineering library. He watches over quality control and he does inspection reports. He sometimes quotes customers. He does costs analysis. In addition to those things, he has to aid customers with engineering related problems, aids in the selection of components and vendors, he aids purchasing with engineering related matters, and he has to be able to work with the shop personnel in the production of the equipment. Again, communication skills are very important. The engineering technician has to be able to talk on a level with a professional engineer and he has to get that message across to the lowest assembler in the shop.

Rick Marlow - The rest of the panel has pretty much said everything I was going to say. I think in trying to relate what is important for the entry-level engineering or architectural technician, I think it's changed a great deal from when I first entered to what it is now. I think a very important word of all of this is simply problem solving. Problem solving is what we do, whether it's in designing a road or a bridge reaching from point "A" to point "B" or whether you're designing a building in which you have to sit down and listen to what the client wants to be able to know. It all comes down to problem solving, I think. In order to do that, I think the math background is very important, a science background, and communication skills are extremely important, and a part of that is just being able to listen. I think, particularly for architecture and designing buildings, your initial meeting with the client and having the technicians involved in the concepts, you have to be able to listen to what they are telling you because that can set the entire process off if you don't listen initially to what they're telling you. And, you find out from experience what happens if you don't listen to what their budget is or what their concerns are. I think something that is very important is for the applicant to show enthusiasm because that's something I always look for whether I'm hiring someone at the office or elsewhere. I think that's an extremely important trait that you really can't fake very well and it comes across whether you really mean it or not. When I first came into my first job as a draftsman. I recall my first job I had was just sitting and practicing my lettering for about two weeks. So, when the computers came about, I was very reluctant because I was proud of my drafting skills and the computers were scary. I didn't want any part of them. When I realized it was important that I know how to operate CAD systems,I finally did try and found out all the things they could do. I wouldn't care if I ever did any hand drawing again. They're just a tremendous tool. When you have a project that's on a very tight schedule, it's amazing what you can do with CAD that you can't do drawing by hand. Some people say that with a CAD system it takes too much art out of it or too much of the thought process, I don't think that's true at all because if you are drawing by hand, and you've got a 30 degree triangle, you can draw that angle without thinking about it. On the computer, you have to calculate the angle. So, the thought process is still there. It's probably even more there with computers. If I were to give any recommendations as to what should be taught, particularly in architecture. In today's world, you have so many people you have to answer to. As the rest of you gentlemen know when you design a project, not only for the governmental agency you might be working with but also with private groups, you have to satisfy the state fire marshall, the Department of Public Health, all building codes. There's a lot of hoops to jump through. It's hard to do all that, and I think that for engineering technicians, or architectural technicians, learning that process is very important. Maybe in class, you could bring in a representative from one of those groups to talk to the students and tell them what is involved in the building process from their point of view. I like the idea of the TECH PREP because I think it's important to vocational education to be designed as simple entry-level and stop. Its important that the education includes preparatory courses for the four-year degree or even beyond that. I think that's what this thing is. I like the concept.

Betty Musgrave asked for any additional comments or recaps from the panelists.

Ed Marshall - I'm not sure what this would have on the impact of this meeting but one thing that we can do in our shop is we can transfer a part drawing from Plainville, Connecticut, over the telephone wires to our computers without having a single dimension, so we can design a tool to produce this part without putting any dimensions on the part and then transfer to our CAD stations. So, we can program and cut the steel with the proper shrinkages and allowances without ever having an engineer put any dimensions on it, and we've done it and it works. Computer Aided Design is probably the greatest thing that has ever happened to the tool making industry, believe me, because of the accuracy. It may not be as quick, you might be able to do it manually a little bit quicker, but the end result is far more superior. The reproducability of the drawing is far superior.

Ian Broomfield - After sitting here and listening to these people, you notice at least five of the panel talked some about CAD or computers. It's a very strong message. They're here. People are going to have to know them. It always makes me somewhat suspicious that we're not over-emphasizing any particular topic at the cost of something else and I don't want that to happen. Definitely, computers, computers, computers all the way down the line. The other thing is, a lot of what we're talking about is a healthy attitude. We're talking about people who can do a drawing but somehow not get the figures to add up. That's part of just being conscientious. I don't know how you structure courses to make people conscientious workers or if you can set an example, but that's something that you learn when you're out there, because if you are not, you get burnt, and if you are, you excel. That is a fairly broad umbrella. It accounts for a lot of the shortcomings of people who have never been in the work force before. They have to develop that consciousness about work. It happens on the job.

Kevin Phillips - One point that I'll make and be brief. Ed has mentioned the fact that once you have something on CAD and on computer, a digital file, more or less, you can send that anywhere and receive it anywhere. Surveyors and civil engineers are making a lot of progress on that same technical aspect. They have surveying tools now that are all computerized. They save the information and you go out and gather the on-site information on a digital file and come back in and drop that into a computer file. You never touch the information, opposed to years ago with the note-taking and reading the various angles and distances. We have electronic distance meters and other things. That's where I was making my point a while ago about being able to use the computer. It's not just CAD. There are numerous third-party softwares. You may have one package that combines everything together. But, you have to be able to use those tools. That's all it is, another tool, just like a hoe, if you can't grab that handle and work with it, you can't use it. I just wanted to, again, say that along with the computer, you need that basic knowledge. But you must also have the mathematics and physics in there.

Steve DeJournett - I think a basic familiarity with computer operating systems and programming is important. Not intensive knowledge but just a general knowledge. If there's something wrong, you can look at it and say what's wrong.

Phil Heins - I think we need to stress, again, communication skills and mathematics, trigonometry, physics, and, in my opinion, CADs and computers are just another tool, just like a pencil or a piece of paper. I would rather stress mathematics, trigonometry, physics and that sort of thing. Another thing is, I can train draftsmen how to draw and those sorts of things, but I cannot change a person's character, his attitude towards work, or the personality. I think that's where schools do have a part to play because they help promote the character and the personality.

Rick Marlow - A couple of things I might add. No matter how well the courses prepare a student for a job, they should still realize that a lot of the learning still takes place after you're on the job, because each occupation, each office is different. Regarding the computers, maybe I overemphasized that, but I still think hand drawing and hand sketching abilities are very important. Those should still be taught, but they're not as important as they once were. You're not always going to have a computer with you. It's good to be able to sit down with a client and sketch something out very quickly.

Betty Musgrave asked the other advisory council members for additional questions from their individual perspective.

Mike Lemon, Joy Technology - We think it's important to be a good listener. We have to be willing to change the way we've always done things. You have to be willing to listen to other people's ideas.

Widney Hertenstein, Western Temp. Services - I guess I have a few questions I would like some comments on. One is, I think, that sometimes students come out of the training with unrealistic expectations that they're going right into the field to be able to be on a creative force, because they have often been assigned creative tasks. They need to maintain that creativity and enthusiasm but realize that the real skill is to follow directions. They also have unrealistic expectations of what the wage is going to be. Sometimes it's disheartening to them and sometimes produces loss of enthusiasm. There should be some way to have more realistic expectations about wages and creativity.

John Patterson, SIU - Minority Engineering Program - Concerning my students a lot is a positive attitude, and what the young lady just got through saying about realistic expectations when you get out. What I'd like to hear from the panel is as far as educating my students as to the realities of the work force is to find out what the employer finds for minority students, blacks and hispanics, that just doesn't give them that edge to be employed. What is generally lacking from that top student that we need to try to instill on our level to make them more on the same level as everybody else. Not educationally, but personality and employability wise.

Ed Marshall - About 1981 or 1982, I made special efforts in trying to hire minority employees, females, hispanic, blacks. Our requirement for employment was two years at SIU or the equivalent. Would you believe, I didn't have one applicant. And I tried. Not one female had two years. We lowered our entry standards to high school graduation. We never even checked into the math backgrounds or anything. And I don't know who is at fault there. I fear that parents are depending on the teachers to teach children the responsibility in living and, as a society, we're expecting too much from schools. Who is at fault? Is it parents who are at fault for not making children aware of career opportunities? Are the teachers at fault? I really think industry is at fault for not making high school students very much aware that there are some pretty good jobs available. Dollar wise, my starting employee would start out making $21,000, with $7,000 per year in benefits. The value of the benefit package would be about 1/3 of the salary. In my opinion, that isn't bad. But I would invite any of you that are teaching in high schools to go to your high school students tomorrow and ask them if they have ever heard of a tool and die maker or a tooling technician. As parents, we want our children to be lawyers or doctors, but we never tell them to be an automobile mechanic and make $30,000 or $40,000 per year and scrape grease from under the fingernails. I think that is sad. I could have hired probably 10 people this past year, this year may not be so good. I could find four. I even went over to Vincennes, Indiana, to interview.

Fred Bruno - We've heard more today about CAD than technical requirements, and CAD is a technical requirement. I'm impressed that almost everyone mentioned five or six other things that have very little to do with technical proficiency. As teachers sometimes we think that if we teach them the technicalities of the job, we've done what we're supposed to do. But, we can also teach things like you've mentioned, dependability and digging out information and managing our time, getting along with others and communications, ability to write. I think we do that to a certain extent, because if a student comes to you and tells you he doesn't know how to do something, it might be easy to tell him how to do it. Sometimes when you ask him to go look it up in Sweet's Catalog or some other handbook, he thinks you're not a teacher because you're not telling him the answer. So, that's one of the things we try to emphasize. Helping the student to do some things besides just teaching him the technical aspects of the job. Getting along - we use some team projects - that's a good way to teach them to get along. Communications - sometimes we let them go to the blackboard and draw their project on the blackboard and require them to stand up there for about 10 minutes and give us several reasons and explain why they have done it the way they've done it. A lot of students find that very difficult to do, to go to the board and explain what they have done and why they've done it and give their reasons. So, I think there are some things about teaching technical courses that are very important that maybe we haven't emphasized as much as we can. We may have done a sufficient job of teaching technically how to do some things. We require them to have a project in at 4:00 on Friday and there's no negotiating on that, because we know that employers will expect that same thing on the job. That kind of thing, I think we as technical teachers can improve on.

Earl Jeffers, Mt. Vernon High School - I think this group, in particular, has made a better point of giving us examples of what you're speaking about. For example, when you said communication skills are important, you didn't leave it just at communication skills. I think, in teaching, many of us teach communications with book reports and maybe some research papers, but we never ask our students to write complaint letters or technical letters -- those types of things. So, I would encourage our panel as you continue with this, be more specific in what you are asking for rather than general things. We need to know what type of communications you are asking for such as writing letters to clients and that sort of thing. I think those are the things that we need to start teaching more of in the classrooms.

Phil Heins - We probably need a technical writing course to teach how to explain in writing how something works and to write business letters, etc.

Larry Lipe - I went to the University of Missouri in Rolla and they actually had a class in technical writing in an engineering school. It included technical letters, technical forms, specification letters, etc. It helped me a lot later on, when I got out of college. Unfortunately a lot of our courses on the college and high school levels are like creative writing. We need technical courses like technical writing. I know I feel I would have been a lot better off taking a lot more law courses and I think a lot more liberal arts courses than engineering courses -- especially law. That little mistake someone talked about that dimensional error will cost money and someone is going to pay for that and a lot of times we pay for those little errors because the guy building is a little off, and someone has to pay for it to be done over, so that's how important that little addition is.

Ed Marshall - I think some experience in accounting or practices is important. Let the people know that if you make that little error, that's a lot. There are thousands and thousands of dollars involved. So, engineering is very important, but you need some kind of accountability for dollars. The bottom line is "Did you make money?" I don't know what kind of class you can have to teach that on the high school level.

Larry Lipe - It's unfortunate, in high school, a lot of times the kid goes into vocational education and he may be downgraded to a lower level than the college prep kid, so he doesn't take all the mathematics or English classes he should. I've found that a lot of those kids, with a little guidance, are very good employees and end up going and getting their degrees after they have worked for you for a while. You never know, the kid that may be a problem child may just do a lot more for you if he gets a little interested.

Ed Marshall - One of the things that hasn't been brought up is environment. I am hit on almost daily by management, by EPA, by anything that has to do with environment. We have to follow such strict rules on disposing of, for instance, our grinding fluids and cutting oils. It costs an arm and a leg. Business is being punished. It cost us (at G.E.) $20,000+ last year in our small shop. By most every one else's standards here, we don't have any environmental hazardous material. But that $20,000+ was to have waste analyzed and disposed of. I think it's very important to make the students aware that this problem exists.

Widney Hertenstein - I think that what you were saying before is often the student is not aware of his place in the entire environment. He is a part of a whole. Each part is an important part and everything he does affects the environment and the economy, whether it be that one company or whether it be on the nation with its deficit. They have to have the total education. It's very hard to come up with an accountable way of tracking the things that we want as employers. We're asking for nebulous things. But, when you're working with students on a one-on-one as when we are working with an employee on a one-on-one, I always try to make them see how they fit in the whole scheme.

Phil Heins - One of the problems that I have whenever I've hired is that at some point we do have to specialize, also. I get tons of resumes and applications from people who have gone through architectural drafting and that just doesn't quite work in what we do. We deal with mechanical things, tolerances, nuts and bolts and steal and welding, etc. They don't have the mechanics to do the job. At one point, you have to stick with something.

Pat Burt, Building Fairness Representative - We have an all male panel here and I've heard a lot of "he" pronouns. I'd like to know what advice you can give us to help us encourage females to enter your profession.

Kevin Phillips - Make them aware. I know when I was going to school, I didn't know what was out there and it happened that I went to Kaskaskia College and I got involved and went to the University of Oklahoma. It really opened my eyes immensely to see what went on in other places. I think a lot of it is awareness and people don't know what's out there. If we had some movies and videos to show different jobs, it might make a difference. A catalog describing jobs or professions might help. Books telling the companies who employ engineers might help direct students.

Pat Burt - Do you have females in your companies?

Larry Lipe - I do. I've had several and one went on and got her 4-year degree after that. She's now left me and works for State Farm as a facilities planner. I encourage young girls to work for me. They make good employees. I give them the same responsibilities as the men. They've all worked out well for me. They're given the same consideration and maybe a little more when hiring because they can be counted on.

Phil Heins - I've hired two women since I've been in a position to do so and they worked out pretty well. I think that one of the reasons why they might not is because they don't have some of the background that someone might have, for instance the example I was giving before of the man who worked in assembly and worked into the different departments and on up. Women are not always hired into those positions. I don't know whether they couldn't be or shouldn't be but they generally aren't.

Ed Marshall - Do you ever have at the high school or colleges career days where various people such as we might get up and talk to the students, or are the students taken on field trips to various businesses?

Earl Jeffers - As a matter of fact, we have one planned. We've written letters to a number of businesses and have been turned down by several. If you'd like us, we'd be happy to see you.

Ed Marshall - I would do that. But, I know with SIU and STC, at least twice a year classes are brought to our shop. Not too long ago Murphysboro High School brought a class.

Betty Musgrave - Is there an age restrictions on visitors?

Ed Marshall - No. They have to wear safety glasses and not wander off.

Fred Bruno - What are your opinions about internship programs?

Ed Marshall - Our shop has never had any and I guess the reason why is the specialty skill. Our home office hires a lot of prospective engineer grads.

Rick Marlow - Architecture has a formal internship program called IDP and activities are outlined specifically.

Fred Bruno - That's for architecture. What about technicians? Would there be any problem with this?

Rick Marlow - No. I think our firm would cooperate with that. It would be a real good idea and would be an excellent program.

Larry Lipe - We do that occasionally in our office. It's surprising the number of kids who ended up staying after they got out of high school. We've sort of gotten away from it and I think the schools must have gotten away from it in the last 7 - 8 years. I have had some from RLC and I've had some good experiences and I've had some bad. I think we're getting ready to try it again. It works out pretty good for us. We encourage all the kids to get additional education.

Fred Bruno - The thing talked about considerably is CAD and we realize CAD is a coming thing, so what we're faced with is change. We're sort of at a crossroads in our program now. It may mean buying equipment. We're having to determine how much in the future we are going to have a need for manual drafting and do we buy any manual drafting equipment. Just a starter class before they go to CAD? Or, do we just start them on CAD? What's the answer to those questions?

Steve DeJournett - We're a long way from being completely computer. We've got 3,000-4,000 drawings that have to be manually updated. You really can't know how to operate the CAD system until you know manual drafting.

Fred Bruno - What I hear here is a difference of opinions by industry.

Larry Lipe - In our picture, I don't think we'll ever get away from mechanical drafting. They're just some things that you can do better with mechanical drafting unless it's something we're going to have to repeat. I think CAD is more costly in the long run. We're just starting to get into the use of the data collectors with our surveying equipment and I don't know how that's going to work out. Right now, we're still plotting our basic data by hand. I think it'll be a while before I get away from it (mechanical drafting). CAD is a good thing, but I think its got its place and you just can't do everything by CAD.

Steve DeJournett - Most of the time, the computer drawings start out as some kind of sketching. It's hard to sit down at a computer and just start out. You need some kind of a sketch.

Rick Marlow - I think there should be more emphasis on free-hand drawing.

Fred Bruno - Are you talking about sketching or technical drawing? You mentioned sketching and I can see a difference between the two.

Rick Marlow - I think the day is coming when there won't be much need to teach the finer points of mechanical drafting. I don't think we're there yet, but that's coming.

Phil Heins - I think that, too, it won't be very long when drafting will become less of an art form.

Pat Burt - From your perspective, is it true what the Japanese said about the American work force?

Ed Marshall - I'm probably the world's worst critic on the youth. Years ago, when I hired a young man and he had a big beard, I told my boss I wasn't going to hire someone with long hair and a beard. It was a big turn-off to me. I hired the kid and he's fantastic. So, that shows you "opinions." I don't know whether lazy people are that way because of parents or teachers or this is just the way.

Larry Lipe - I think there are some problems with our work force. We're on construction and in the office, too. There's a certain segment of your employees who will be there six hours and you're paying them for eight. There's not anything you can do about it but let them go.

Mrs. Marshall - I m just here as an observer, but I've worked for G.E. a lot of years along with my husband. Thirty years ago, they showed a film of a Japanese factory, and at that time they (G.E.) said to everyone in the plant you're going to have to change, because they're going to surpass us because they cared how they built their products. They had pride and they were taught that from the time they were young. They cared and that's where they are today. I keep saying over and over again that it seems as though nobody is teaching that pride and how important it is that they care so that that company will do well, make money, they can keep their job and be promoted. They may just be just one little tiny speck in that whole company, but if we all took that attitude, we wouldn't be where we are today. We wouldn't be buying Japanese products. It seems like if it started in the home, through grade school, and then all the way to stress accuracy and pride.

Ed Marshall - I will say the Japanese have a very good public relations outfit going. A good percentage of the hot air you hear is hot air. I don't believe all of it. Japanese don't do anything any differently than we do. They do not perform miracles. We can do just as well as they can. Our shop outbid them on building 17 tools. Our quality, by their own checks, was very superior. All we have to do is try. But, I think we have a few lazy people.

Bill Moore, Electrical Union - The Japanese people might have done us a favor.

Larry Manker, Mt. Vernon High School - I'd like to thank the panel. A lot of some of my favorite things have come out here today. I have a question I would like to pose to the panel. At Mt. Vernon Township High School, about 16% of our students complete a bachelor's degree, and over 52% go on to post-secondary education. If you were to make a choice between three systems of education the child might pursue -- 1) oriented toward college education, 2) one which adds both vocational and college education orientation, or 3) one strictly vocational for the majority of the students, those middle-of-the stream average and above average students, what would you recommend that they pursue?

Larry Lipe - Just in our field, I would probably go the middle route, that combination of the two because a lot of the kids coming out of college have no practical common sense and that is one of the important things in my business is common sense in looking at a problem. If you can't address the problem with a common sense answer, it's not going to get resolved. There is a lot of theory taught in college that doesn't work when you get out in the field. With a combination of the person having some work experience as well as having a college education, he's going to be a much better employee.

Larry Manker - For the sake of saving time, would you all agree with that?

-- The panel members were all in agreement.

Betty Musgrave - "Thank you" to all the panel members. TECH PREP is all about partnership. We know that at the high schools we have to partner up the academic people and the vocational people. That's a real challenge and we're working on it right now. Secondary and post-secondary people have to team up. We have to know what it is that you need for us to teach in the high schools. Since we need to have this partnership, we need to have the employers and the educators talking just as we have done today so we can learn from each other. I hope that you've learned something from the educators and I know the educators have learned something from you today. Some of you have already said some of these things, but these are some of the things this year as we start working and developing our program of studies, we want you to look over our program of studies when we get it drafted together. We want you to look at it and see that we're doing what you told us to do. Next thing we're going to look at is "What is it and how is it that we can get our students interested in these professions? How do we let them know about this career?" One of the things is if you will let us tour your industry -- our teachers need to be there to hear exactly what you mean when you stress technical communications and a knowledge of mathematics and physics. We would like to find out if you would be willing to make classroom presentations, provide work -experience opportunities, participate as team teachers, teach classes in business and industry settings, provide and loan equipment, come to career fairs, speak at career days, help formulate and set performance standards, agree to priority hiring of TECH PREP graduates, because you have a part of it, of blending it together and working with us, we hope that if our graduate comes to your place and puts in an application, you're going to give preferential treatment because you've had a part in it. We would like to know if your company could sponsor a scholarship, if we have a student who wants to be a TECH PREP student, could you sponsor that student, with some guidelines. These are some of the things we are requesting from industry as we pursue development of the industrial technician program.

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

TO: District Superintendents
System Directors
Rend Lake College Vocational Dean
SIU College of Technology Chair
Lead District Counselors

FROM: Betty Musgrave, TECH PREP Director

DATE: February 24, 1992

SUBJECT: Dates set for the Development of the 1st draft of the TECH PREP Course of Study for training **Engineer Technicians**

As you may remember, our TECH PREP grant for FY '92 was to implement the Course of Study for training ***Industrial Technicians*** and to plan Courses of Study for training a ***Business Manager and Engineer Technician.***

On **March 5**, we will begin the process for the development of a Course of Study for training **Engineer Technicians**. We will meet at **Rend Lake College Student Center in the Faculty Lounge from 2:00 - 4:00 P.M.**

This notice has been sent to the above listed personnel and original members of the **Planning and Development Committee.** Please feel free to bring and/or invite other interested persons to this meeting. If you have any questions or concerns about TECH PREP or this meeting, you may reach me at 438-9711.

I am looking forward to another productive TECH PREP planning session!

cc: Regional Supts.

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Asst. Regional Superintendent

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TECH PREP

TECH PREP PLANNING AND DEVELOPMENT COMMITTEE MEETING

DATE: March 5, 1992

TIME: 2:00 - 4:00 P.M.

LOCATION: Rend Lake College
Student Center
Faculty Lounge

PURPOSE OF MEETING: To draft an articulated TECH PREP Course of Study for training an Engineer Technician from 9th grade through an Associate Degree with options of a Baccalaureate degree

FOR: Persons interested in developing the 1st Draft of TECH PREP Course of Study for training Engineer Technicians

If you have questions or unable to attend, please call Betty Musgrave, TECH PREP Director, 438-9711

14 attending

Engineer Technician
Planning and Development Committee
Seminar 9.14.92

		School	
1.	Ben Wilson	Mt. Vernon H-S	Ass't Voc Dir/Services
2.	Earl Offert	Mt. Vernon	Director RLRDS
3.	Jim Whiffet	Mt. Vernon	Principal
4.	Mark Cagan	SIU-C	Professor
5	John Orr	SIU-C	Director Outreach Programs
6	Carroll Turner	RLC	Dean Vo. Tec. Ed.
7	JOE FRICK	BENTON HIGH SCHOOL	TEACHER
8	Richard Cole	Benton High School	Guidance Director
9.	Chuck Smith	Frankfort Comm. High	" "
10.	Mark Bradley	Thompsonville High School	Principal
11.	HAROLD FINK	REND LAKE COLLEGE	Chair, Ind. Tech.
12	Terry Clark	RLC	chair AAA
13	Fred Bruno	RLC	Instructor

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"WHAT BUSINESS AND INDUSTRY [illegible]ECTS OF AN ENGINEER TECHNICIAN"

	WHAT SUPPORTIVE SKILLS BUSINESS AND INDUSTRY EXPECTS OF AN ENGINEER TECHNICIAN"						
	COURSE NO	COURSE TITLE	FCRDS	RLRDS	REND LAKE COLI	SIU	OTHER
Organizational Skills							
Steps for Completion							
Prompt							
No absenteeism							
Adaptability							
Variable work assignments							
Human Relations							
Getting along with people							
Put together a set of specifications							
Actually observing in the field							
Project Manager							
Take from beginning to const. phase							
Proofread letters							
Work overtime							
Seek further education							
Time Management							
Knowledge of Architectural profession							
Architecture as a business							
Know impact of their time							
Adapted work							
General understanding of how things work							
Relationship between the client and architect							
Research information							
Make educated decisions							
Arrive at conclusions							
Use new tools							
Learn other skills in firm							
Structure for sorting information							
Arrive at answers							
How to collect information from consultants							
Overlay with architectural information							
How to preview information							
Adapt to whole environment							
Don't depend on a lot of assistance							
Handle the job							
Client contacts							
Understand what they are wanting							
Give customers advice							
Communicate project progress							
Part-time or flexible worktime for students							

Customer Communications							
Patience							
Dealing Internationally							
Working understanding of drawings							
Understand Schematicss							
Engineering Language							
Understand and comprehend							
Problem solver							
Decision maker							
Telephone skills							
Be able to change mind on former decision							
Aid in preparation and maintenance of drawings							
Billing							
Understand parts numbers							
Parts numbering systems.							
Puts together parts books.							
Listening to customer needs							
Enthusiasm							
Govermental Agencies							
Private Groups							
State Fire Marshall							
Department of Public Health							
Building Codes							
Conscientious Worker							
Set an Example							
EPA							
Part of a whole environment							
Equal Opportunity: Awareness							
Unrealistic Expectations							
Creativity							
Follow Directions							
Positive attitude							
Pride in work							
Work experience with ed. preferred							

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Asst. Regional Superintendent

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FAX (618) 435-2861

TECH PREP

TECH PREP PLANNING AND DEVELOPMENT COMMITTEE MEETING

DATE:	**March 3, 1992**
TIME:	**2:00 - 4:00 P.M.**
LOCATION:	**Rend Lake College Student Center Private Dining Room**
PURPOSE OF MEETING:	**To draft an articulated TECH PREP Course of Study for training Business Managers from 9th grade through an Associate Degree with options of a Baccalaureate degree**
FOR:	**Persons interested in developing the 1st Draft of TECH PREP Course of Study for training Business Managers**

If you have questions or unable to attend, please call Betty Musgrave, TECH PREP Director, 438-9711

Business Manager
Planning and Development Meeting
March 3, 1993
Rend Lake College

[illegible]	[illegible]	[illegible]
Linda Seibert	SIUC	Chief Academic Advisor
[illegible]	[illegible]	[illegible]
Janice Miller	RLC	Secretarial
[illegible]	RLC	[illegible]
Richard Cole	Benton High School	Guidance Director
RON TREMEL	RLC	CHRMN - BUSINESS
Martha S. McCann	RLC	Instructor / Bus & Comp Sci
DAVID Beehn	Wayne City High	Principal
Carroll Turner	RLC	Voc. Dean
Ann Hrvatich	Frankfort Dist. #168	Teacher - Business
Barbara Benard	Benton High School	Business Teacher
Mark Bradley	Thompsonville High School	Principal
Joe Wilkerson	Reg. Off.	System Director
DAVID R. LEE	WEST FRANKFORT H.S.	PRINCIPAL
Earl Jeffers	Rend Lake Reg Del Sys	Director
Ron Wilson	Mt. Vernon H.S.	Asst Voc Dir / Guid

Betty Musgrave
TECH PREP Director

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BUSINESS MANAGEMENT

Associate in Applied Science Degree

CONTACT: CHAIRPERSON BUSINESS AND SOCIAL SCIENCE DEPARTMENT

This two-year program leads to an Associate in Applied Science degree in management. The curriculum is designed to provide students with a general background in all areas of business and prepare them for positions in the field of management.

Graduates will be prepared for jobs at the mid-management level in a variety of businesses and industries. The curriculum also provides those individuals already in management with a means to upgrade their job skills and advancement potential.

First Semester		Cr. Hrs.
ACCO 1101	Principles of Financial Accounting	3
BUSI 1101	Introduction to Business	3
CSCI 1101	Introduction to Computers	3
ENGL 1101	Rhetoric and Composition I [1]	3
MATH 1202	Business Mathematics [1]	3
		15

Second Semester		
ACCO 1102	Principles of Managerial Accounting	3
BUSI 1103	Business Law I	3
MATH 1108	College Algebra	3
SOCI 1101	Introduction to Sociology	3
SPCH 1101	Principles of Effective Speaking	3
	Elective	3
		18

Third Semester		
BUSI 1201	Business Communications	3
ECON 2101	Principles of Economics I	3
MGMT 2201	Principles of Management	3
MGMT 2203	Personnel Management	3
PSYC 2101	Introduction to Psychology	3
		15

Fourth Semester		
ECON 2102	Principles of Economics II	3
MATH 1111	Elementary Statistics	3
MGMT 2205	Fundamentals of Labor Relations	3
MGMT 2207	Supervision	3
MRKT 2201	Principles of Marketing	3
	Elective	3
		18

The student must choose six (6) hours of electives from courses with a prefix of ACCO, BUSI, CSCI, ECON, MATH, MGMT or MRKT and a course number with 1 or 2 as a second degit. [2]

[1] Prerequisite course(s) may be required based on results of the student's ASSET or ACT scores.

[2] Any student who has not previously met the state requirements concerning the Illinois and Federal Constitution must take either HIST 2101, POLI 1101 or POLI 2101 as one of the two electives.

NOTE: Reading course(s) may be required based on results of the student's ASSET scores.

SMALL BUSINESS MANAGEMENT

Certificate Program

CONTACT: CHAIRPERSON BUSINESS AND SOCIAL SCIENCE DEPARTMENT

A student must successfully complete 16 hours to be granted a Small Business Management Certificate. The curriculum is designed to provide students with the basic skills necessary to own and/or operate a small business.

		Cr. Hrs.
ACCO 1201	Small Business Accounting	3
CSCI 1200	Introduction to Microcomputers	1
CSCI 1203	Microcomputer Applications. – Electronic Spreadsheet	1
CSCI 1204	Microcomputer Applications – Word Processing	1
CSCI 1205	Microcomputer Applications – Data Base Management	1
MGMT 1200	Entrepreneurship	3
MGMT 1201	Small Business Management	3
MRKT 1200	Small Business Marketing	3
		16

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"WHAT SKILLS BUS. IND. CTS OF A BUSINESS MANAGER"

	A	B	C	D	E	F	G	H	I
1		COURSE NO.	COURSE TITLE	FCRDS	RLRDS	Rend Lake Coll.	SIU	BUS. & IND.	OTHER
2									
3	Computer Skills								
4	Communications								
5	Keyboarding								
6	Word Processing								
7	Multi Plans								
8	Multi computer programs								
9	Various Reports								
10	Marketing								
11	Math								
12	Accounting								
13	Ten-Key skills on the computer								
14	LOTUS								
15	Word Perfect								
16	Spreadsheets								
17	Psychology								
18	Sociology								
19	Profit and Loss Statement								
20	Economics								
21	Free-Enterprise System								
22	Debate								
23	Public Speaking (Speech)								
24	Fax Machine								
25	Telephone								
26	Product Knowledge								
27	Selling								
28	Telephone Communications								
29	Reading								
30	Writing								
31	Math Skills								
32	Verbal Communications								
33	Written Communication								
34	Write Memos								
35	Write Letters								
36	Write an Accident Report								
37	Write Performance evaluations								
38	Know how to make mark-ups								
39	Pricing mixed family groups								
40	Resume writing								
41	Accuracy								
42	Business Appreciation								
43									
44									

"WHAT BUSINESS AND INDUSTRY .CTS OF A BUSINESS MANAGER"

		WHAT SUPPORTATIVE SKILLS BUSINESS AND INDUSTRY EXPECT OF A BUSINESS MANAGER"					
	COURSE NO.	COURSE TITLE	FCRDS	RLRDS	REND LAKE COLL.	SIU	OTHER
Analytical skills							
Organizational ability							
Ability to put things together							
Bring to completion							
Human relations							
Get along in the work place							
Work with other people							
Management skills							
Understanding business							
Business Economics							
Knowledge of economic issues							
Have a mind set for details							
Basic Management skills							
Personnel skills							
Creativity							
Read Directions							
Put those directions into operation							
Enthusiasm							
Create new ideas							
Have enthusiasm							
Want to do better							
Motivation							
Understand business							
Supervising People							
Ability to solve problems							
Analyze							
Problem solver							
Diverse Workforce							
Management philosophy							
Business operational differences							
Theory X and Theory Y							
Styles of management							
Labor Relations							
Personnel legal aspects							
Ethical standards							
Share values of business							
Personality profiling							
Pride							
Work is worthwhile and valuable							
Proud							

"WHAT BUSINESS AND INDUSTRY CTS OF A BUSINESS MANAGER"

Morals							
Sharing							
Caring about the other person							
Working together as a team							
Integrity							
Honesty							
Ability to debate							
Be convincing							
Time Management							
Be able to prioritize							
Be accountable							
Delegate responsibility							
Increase productivity							
Ability to make decisions							
Identify problems							
Problem solving							
Role play scenario							
Adaptability to Changing Mkt.							
Awareness of changing market							
Recognize future changes							
Competitiveness							
Goal oriented							
Set Goals; set it to paper							
Job vs Career							
Aware of Customer Service							
Take ownership in job							
Product knowledge							
Customer Relations							
Fair							
Honest							
Kind							
Considerate							
Understand basic economic values							
Human Relations							
Equal Opportunity:							
Analyze Executives							
Women judged harder							
Know Labor Laws							
Know parameter for intervew questions							
Be willing to prove yourself							
Be dedicated							

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

TECH PREP

TECH PREP PLANNING AND DEVELOPMENT COMMITTEE MEETING

FOR BUSINESS MANAGERS

DATE: March 17, 1992

TIME: 2:00 - 4:00 P.M.

LOCATION: Rend Lake College
Student Center
Faculty Lounge

PURPOSE OF MEETING: To continue drafting an articulated TECH PREP Course of Study for training Business Managers from 9th grade through an Associate Degree with options for a Baccalaureate degree

FOR: Persons interested in continuing the development of the 1st Draft of TECH PREP Course of Study for training Business Managers

Please bring your blue TECH PREP folder and contents from our last Planning and Development meeting for planning the Course of Study for Business Managers.

If you have questions or unable to attend, please call Betty Musgrave, TECH PREP Director, 438-9711

usiness Manager
March 17. 1992

Attendance Sheet

Martha S. McCurry	RLC Bus & Comp Sci
Larry Sitzwohl	RLC Acctg / Bus.
Don Trammel	RLC BUS I
Barbara Benard	Benton High School
Charles Salone	Frankfort High
Alice Horvatich	" "
Chuck Smith	" "
Carroll Turner	RLC
Dick Bortz	SIUC
Betty Musgrave	TECH PREP Director

BEST COPY AVAILABLE

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Asst. Regional Superintendent

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TECH PREP

TECH PREP PLANNING AND DEVELOPMENT COMMITTEE MEETING

FOR ENGINEER TECHNICIANS

DATE:	**March 27, 1992**
TIME:	**2:00 - 4:00 P.M.**
LOCATION:	**Rend Lake College Student Center Private Dining Room**
PURPOSE OF MEETING:	**To continue the development of a draft for an articulated TECH PREP Course of Study for training Engineer Technicians from 9th grade through an Associate Degree with options for a Baccalaureate degree**
FOR:	**Persons interested in continuing the development of the 1st Draft of the TECH PREP Course of Study for training Engineer Technicians**

Please bring your blue TECH PREP folders and contents from our last Planning and Development meeting for planning the Course of Study for Engineer Technicians.

If you have questions or unable to attend, please call Betty Musgrave, TECH PREP Director, 438-9711

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2661

TECH PREP

TECH PREP PLANNING AND DEVELOPMENT COMMITTEE MEETING

FOR ENGINEER TECHNICIANS

DATE: March 27, 1992

Chuck Smith	West Frankfort H.S.	Counselor
JOE FRICK	BENTON HIGH SCHOOL	DRAFT. TEACH.
LARRY N MANKER	MT. VERNON TWP H.S.	CAD/DRAFT-TEACH
MARK PAGANO	SIU-C	Associate Professor ET
Gary Butson	SIU-C	Chair, ET
Harold Finn	RLC	Dept. Chair
Carroll Turner	RLC	
Betty Musgrave	Tech Prep	Dean, [illegible]

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

TO: Franklin County Regional Delivery System
District Superintendents

FROM: Betty Musgrave, TECH PREP DIRECTOR

DATE: April 10, 1992

SUBJECT: TECH PREP PANELISTS' VIDEOS and SCRIPTS

Enclosed you will find a copy of the video and script of the TECH PREP meeting with panelists discussing "What Business and Industry Expects of a Business Manager." At the last administrators' meeting you received from me the video and script for the Engineer Technician.

We are using data from these panelists to assist us in the development of the Course of Study for the Business Manager. We urge you to view the tape and script and pass it on to the appropriate teachers in your school. These are for your school to keep as resource materials for teachers to use with their classes.

Thank you for disseminating these to your staff.

Enclosures

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

TO: **TECH PREP Planning and Development Committee**

Carroll Turner, Rend Lake College
Bob Ross, Rend Lake College
Harold Hood, Ass't Reg. Supt. Franklin County
Joe Wilkerson, System Director
 Franklin Co. Reg. Delivery System
Dr. Earl Jeffers, System Director
 Rend Lake Area Regional Delivery System

Others as deemed appropriate

FROM: Betty Musgrave, TECH PREP Director

DATE: May 4, 1992

SUBJECT: Planning Session for the TECH PREP Continuation Grant for FY'92-93

Wednesday, May 6, 1992
8:30 A.M. - 10:00 A.M.
Rend Lake College
Student Center
Faculty Lounge

There will be a Planning and Development Committee meeting Wednesday, May 6, 1992 at 8:30 A.M. - 10:00 A.M. at Rend Lake College Student Center, in the Faculty Lounge.

The purpose of this meeting is to discuss possible TECH PREP Courses of Studies to plan for the writing of the TECH PREP continuation grant for FY '93, receive input for new and innovative objectives, and review last years grant.

Please invite any other persons you feel appropriate for this planning meeting. Please call and convey your input if your are unable to attend this meeting.

[illegible]

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

TECH PREP

PLANNING AND DEVELOPMENT COMMITTEE

MAY 6, 1992

1. What programs do you feel should be in the planning for Courses of Studies for FY 93 TECH PREP?

2. Do you feel a Summer Cooperative Education Program could be implemented?

3. What barriers and problems do you foresee if we did implement such a program?

4. How can we coordinate staff development with county half day institute days?

5. Should staff development be tied to the Criteria to be a TECH PREP site?

6. Equipment money: Drafting CAD vs computers for the Secretarial?

7. Local match?

8. Coordinate Vocational Plans with the documentation for the 6 elements in Year-Two Expectations

   Other grants?
   Other possible match?

9. Do we need Applied Academics trained Tutors for TECH PREP students?
   Remediation? Applied Software?

REND LAKE COLLEGE
Mark S. Kern, President
Carroll Turner, Dean
Vocational-Technical Education
Rt. 1 - Ina, IL 62846 / (618) 437-5321

Franklin County Regional Supt.
Barry Kohl, Regional Superintendent of Schools
202 West Main St. – Benton, IL 62812

Franklin Co. Regional Delivery System
Joe Wilkerson, Assistant System Director
202 W. Main – Benton, IL 62812 (618) 438-9711

Hamilton-Jefferson Co. Regional Supt.
Dr. P.E. Cross, Regional Superintendent of Schools
Jefferson County Courthouse – Mt. Vernon, IL 62864

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Sesser-Valier Unit District No. 196
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Thompsonville High School
Shawneetown Road – Thompsonville, IL 62890

West Frankfort Unit District No. 168
112 W. Poplar – West Frankfort, IL 62896
(In John A. Logan College District)

Zeigler-Royalton Unit District No. 188
P.O. Box 38 – Zeigler, IL 62999

Hamilton County Community Unit 10
P.O. Box 369 – McLeansboro, IL 62859

Mt. Vernon Township High School
320 S. Seventh St. – Mt. Vernon, IL 62864

Wayne City Community Unit No. 100
P.O. Box 476 – Wayne City, IL 62895

Waltonville High School
Route 1 – Waltonville, IL 62894

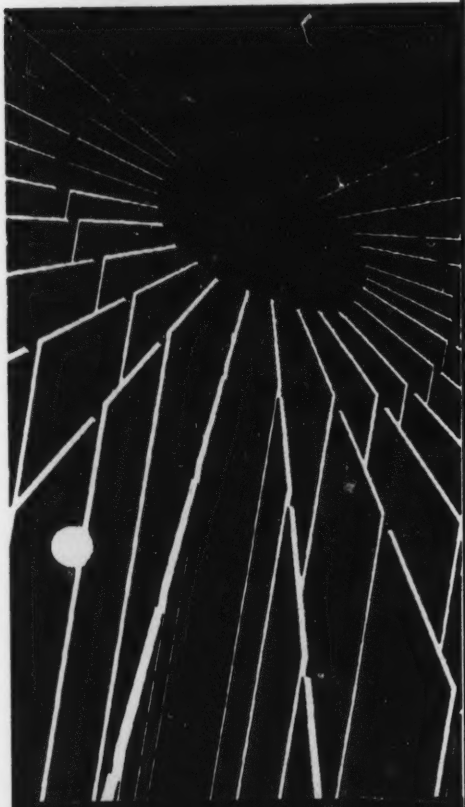
Webber Township High School
South Main St. – Bluford, IL 62814

Woodlawn Community High School
Box 268 – Woodlawn, IL 62898

TECH PREP

Course of Study

BUSINESS MANAGEMENT



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- Franklin County
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- Rend Lake Area
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- Rend Lake College . . .

Tech/Prep Course of Study
BUSINESS MANAGEMENT PROGRAM

GRADE 9
- English ▪
- Math ▪
- Lab Science
- Social Studies
- P.E. / Health
- Business Orientation

GRADE 10
- English ▪
- Math ▪
- Lab Science
- Keyboarding I •
- Computer Applications •
- P.E. / Driver Education
- Business Electives (Bus. Law suggested)

GRADE 11
- English ▪
- Math ▪
- Info. Processing I
- U.S. History / Govt.
- P.E. (exempt) ◆
- Bus. Electives (Marketing)

GRADE 12
- English ▪
- Information Processing II (Desktop Publishing)
- Social Studies (Cons. Econ./ Geography, Govt./ Sociology / Psych.)
- Physical Education
- Business Practices

▪ English includes application of communication skills: reading, writing, speaking and listening.
▪ Math includes application of math principles.
▪ Biology / Chemistry includes applied labs.
▪ Principles of Technology I and II include application of math, science and employability skills.
• Includes the application of employability skills.
◆ Grade 11 based for six-period day (exempt P.E.).

Tech Prep represents an educational course of study that integrates college preparatory coursework with a rigorous technical education concentration. It is a planned sequence of courses – academic and technical – beginning at 9th grade and articulated with post-secondary experiences leading to an associate degree. It provides preparation for advanced education such as a four-year baccalaureate degree.

REND LAKE COLLEGE

Associate in Applied Science Degree Programs
BUSINESS MANAGEMENT

CONTACT: BUSINESS AND SOCIAL SCIENCE DEPT. CHAIRPERSON

The curriculum is designed to provide students with a general background in all areas of business and prepare them for positions in the field of management. Graduates will be prepared for jobs at the mid-management level in a variety of businesses and industries.

FRESHMAN – First Semester (15 Cr. Hr.)

ACCO 1101	Prin. of Financial Accounting	3
BUSI 1101	Introduction to Business	3
CSCI 1101	Introduction to Computers	3
ENGL 1101	Rhetoric and Composition I [1]	3
MATH 1202	Business Mathematics [1]	3

Second Semester (18)

ACCO 1102	Prin. of Managerial Accounting	3
BUSI 1103	Business Law I	3
MATH 1108	College Algebra	3
MGMT 2201	Principles of Management	3
SOCI 1101	Introduction to Sociology	3
	Elective	3

SOPHOMORE – Third Semester (15)

BUSI 1201	Business Communications	3
ECON 2101	Principles of Economics I	3
MGMT 2203	Personnel Management	3
MGMT 2207	Supervision	3
PSYC 2101	Introduction to Psychology	3

Fourth Semester (18)

ECON 2102	Principles of Economics II	3
MATH 1111	Elementary Statistics	3
MGMT 2205	Fundamentals of Labor Relations	3
MRKT 2201	Principles of Marketing	3
SPCH 1101	Principles of Effective Speaking	3
	Elective	3

The student must choose six (6) hours of electives from courses with a prefix of ACCO, BUSI, CSCI, ECON, MATH, MGMT or MRKT and a course number with 1 or 2 as a second digit. [2]

[1] Prerequisite course(s) may be required based on results of the student's ASSET or ACT scores.
[2] Any student who has not previously met the state requirements concerning the Illinois and Federal Constitution must take either HIST 2101, POLI 1101 or POLI 2101 as one of the two electives.
NOTE: Reading course(s) may be required based on results of the student's ASSET scores.

SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE

Bachelor of Science Degree Program

ADVANCED TECHNICAL STUDIES

I. CORE COURSES (12 Cr. Hr.)

No.	*Course Title*	*Cr. Hrs.*
ATS 416	Application of Technical Info.	1-4
ATS 364	Work Center Management	3
	Two of the following:	
ATS 332	Labor-Management Problems	3
ATS 383	Data Interpretation	3
ATS 421	Professional Development	3

II. and III. ADVANCED TECHNICAL STUDIES SPECIALIZATION

(Requirement – 24 hours)

Must include 15 hours of 300-400-level courses

Business Technology Management	24
Electives – Sufficient to cover 120 hours: 60 at SIUC	

[redacted]

TECH PREP

CONTACT: **Betty Musgrave, Director**
c/o Barry Kohl, Franklin Co. Regional Supt.
202 West Main St. Benton, IL 62812
Telephone ~ (618) 438-9711

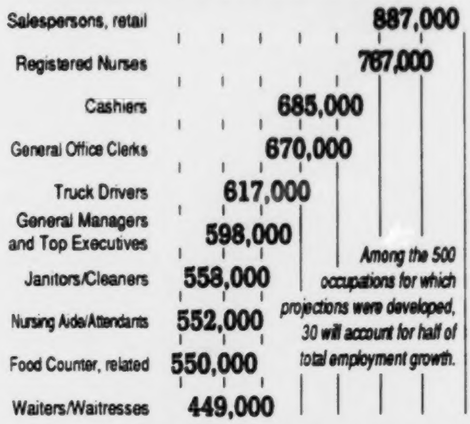
Individual requirements may change through normal academic channels.

ANNUAL EARNINGS OF WORKERS BY HIGHEST EDUCATION LEVEL ATTAINED *

Education is important in getting higher paying jobs; people with more education have higher earnings within virtually all occupations.

Occupation Group	Total	Less than H.S.	High School	1-3 Yrs College	4 Yrs + College
Average, all occ.	21,543	15,249	18,902	21,975	31,029
Managerial	30,264	22,306	23,286	27,255	37,252
Professional Specialty	30,116	19,177	23,233	27,458	31,311
Technicians	24,489	16,207	21,358	23,830	28,004
Marketing / Sales	22,220	13,746	17,654	22,546	32,747
Administrative Support	17,120	15,535	16,554	17,491	20,823
Service	13,443	10,764	13,093	16,937	21,381
Precision Production	24,856	20,465	25,140	27,042	30,938
Operators	18,132	15,365	19,303	21,627	22,114
Agriculture-related	11,781	10,571	12,730	16,331	17,130

OCCUPATIONS WITH LARGEST NUMERICAL INCREASES, PROJECTED 1990-2005 *



Among the 500 occupations for which projections were developed, 30 will account for half of total employment growth.

– * OCCUPATIONAL OUTLOOK QUARTERLY / Fall 1991
Data based on 1987 average earning figures (+ or more)

OCCUPATIONS WITH MOST AVERAGE ANNUAL JOB OPENINGS IN REND LAKE TECH PREP AREA

Occupational Title, Total Annual Job Openings

1. Janitors and Cleaners, 70; 2. Salespersons (Retail), 66; 3. General Managers and Top Executives, 43.

TOP GROWING OCCUPATIONS IN REND LAKE AREA

1. Salespersons (Retail), 178; 2. Cashiers, 130; 3. Janitors/ Cleaners, 101; 4. Postal Service Clerks, 90; 5. Waiters/ Waitresses, 89; 6. Pharmacists, 77; 7. General Managers/Top Executives, 74; 8. Postal Mail Carriers, 74.

***TECH PREP** means everyone has an opportunity to benefit. That includes high schools, colleges, employers, government, communities and – most of all – students!*

*"Workforce 2000" and beyond will demand a labor force which boasts advanced technical, academic and interpersonal skills that a well-planned, articulated, challenging **TECH PREP** program can provide.*

*Thanks to cooperation among area educational institutions, students who are motivated self-starters and "team" players may take advantage of the **TECH PREP** program to:*

- *broaden their knowledge base;*
- *keep pace with ever-changing technology;*
- *learn to operate and maintain new equipment;*
- *focus on technology of complete systems rather than specializing;*
- *move both laterally and upward in job assignments.*

AUG 26th 1818

ILLINOIS STATE BOARD OF EDUCATION
100 North First St., Springfield, IL 62777-0001

Louis Mervis, *Chairman*
Robert Leininger, *State Superintendent*

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Career opportunities

The advanced technical studies major is designed specifically for students who have entered career paths for which there are no traditional baccalaureate degrees. Students develop individualized learning contracts with the assistance of faculty advisors. The program is designed to build upon a person's education and work experience through courses selected to meet technical career objectives. It is ideally suited for community college graduates holding occupationally oriented associate degrees.

Graduates find employment in business and industry in such fields as:

- Construction
- Data Processing Systems
- Office Management
- Property Management
- Architectural Drafting and Design
- Small Business Applications
- Automotive
- Graphic Design
- Advertising
- Allied Health Careers

TECH PREP INFORMATION

For more information concerning TECH PREP programs, please complete and return to address on the reverse side.

NAME ______________________________
STREET ______________________________
CITY ______________ STATE ____ ZIP ________
TELEPHONE ______________________________
AGE _____ SCHOOL ______________________________

I would like . . .
. . . more information about TECH PREP ☐
. . . to earn college credits in high school ☐
. . . information re: TECH PREP training for

Nurses (RN) ☐ Industrial Technicians ☐
Respiratory Therapists ☐ Engineer Technicians ☐
Radiology Technicians ☐ Business Managers ☐
Medical Records Technicians ☐

REND LAKE COLLEGE
Mark S. Kern, President
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Vocational-Technical Education
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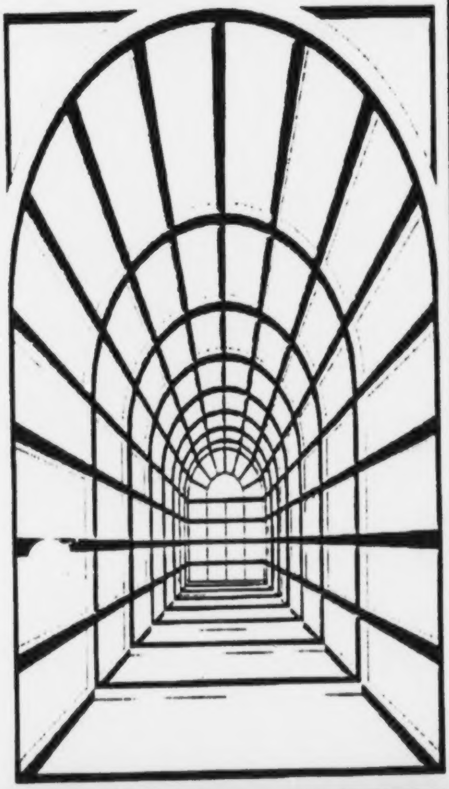
TECH PREP

Course of Study



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ENGINEERING TECHNICIAN

- Franklin County Regional Delivery System . . .
- Rend Lake Area Regional Delivery System . . .
- Rend Lake College . . .

Tech/Prep Course of Study
ENGINEERING TECHNICIAN

GRADE 9
English ■
Math ■
Lab Science
Social Studies
P.E. / Health
Illinois Plan for Industrial Education •

GRADE 10
English ■
Math ■
Lab Science
Keyboarding I •
Computer Applications •
P.E. / Driver Education
Drafting
Orientation to Energy •

GRADE 11
English ■
Math ■
Principles of Tech I ■
U.S. History / Govt.
P.E. (exempt) ◆
Drafting / CAD I

GRADE 12
English ■
Principles of Tech II ■
Social Studies
(Cons. Econ. / Geography
Govt. / Sociology / Psych.
Physical Education
Drafting / CAD II

- ■ English includes application of communi 1 skills: reading, writing, speaking and listening.
- ■ Math includes application of math principles.
- ■ Biology / Chemistry includes applied labs.
- ■ Principles of Technology I and II include application of math, science and employability skills.
- • Includes the application of employability skills.
- ◆ Grade 11 based for six-period day (exempt P.E.).

Students should see a Counselor prior to enrolling in Engineering Technology for some course substitutions.

Tech Prep represents an educational course of study that integrates college preparatory coursework with a rigorous technical education concentration. It is a planned sequence of courses – academic and technical – beginning at 9th grade and articulated with post-secondary experiences leading to an associate degree. It provides preparation for advanced education such as a four-year baccalaureate degree.

REND LAKE COLLEGE

Associate in Applied Science Degree Programs

ARCHITECTURAL TECHNOLOGY

CONTACT: AUTO, ARCHITECTURAL & AG DEPT. CHAIRPERSON

This two-year program prepares the student for a career as a technician in the broad framework of architecture and is directed toward the attainment of skills that would qualify the graduate for several specialties. Entry into the profession may be at a rather elementary level; however, with experience, the competent and motivated person can rise to responsible levels.

FRESHMAN – First Semester (14 Cr. Hr.)

ARCH 1201	Arch. Materials and Methods I	5
ARCH 1203	Drawing Fundamentals	4
CAD 1201	Intro to Computer-Aided Drafting	2
ENGL 1101	Rhetoric and Composition I	3

Second Semester (16)

ARCH 1202	Arch. Materials and Methods II	5
ARCH 1204	Construction Documents	4
CAD 1203	CAD Applications – Architectural	2
CAD 1204	CAD Applications – Mechanical	2
MATH	Mathematics [1]	3

SOPHOMORE – Third Semester (17)

ARCH 2202	Architectural Project	4
ARCH 2203	Site Surveying	4
CAD 1205	CAD Applications – Civil	2
HEA 1101	Health Education	2
PHSC 1101	Physical Science	5

Fourth Semester (17)

ARCH 2204	Construction Materials Estimating	3
ARCH 2205	Mech./Elec. Equipment Systems	4
ARCH 2208	Site and Map Drafting	4
BUSI 1200	Job Strategy	1
CAD 1206	CAD Applications – Pipe	2
	Elective – Social Science	3

[1] Prerequisite course(s) may be required based on results of the student's ASSET or ACT scores.

NOTE: Reading course(s) may be required based on results of the student's ASSET scores.

SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE - Capstone

Bachelor of Science Degree Program

INDUSTRIAL TECHNOLOGY

JUNIOR – First Semester (16 Cr. Hr.)		
MATH 140	Short Course in Calculus	4
CS 212	Intro to Business Computing	3
IT 208	Fund. of Manufacturing Processes	3
IT 382	Motion and Time Study	3
GED 102	English Composition II	3
Second Semester (16)		
IT 105	Computer-Aided Drafting	3
IT 375	Production and Inventory Control	3
IT 392	Facilities Planning	3
PHYS 203B	Physics – Electricity & Magnetism	3
PHYS 253B	College Physics Lab	1
GEC	Humanities	3
SENIOR – Third Semester (16)		
IT 390	Cost Estimating	3
IT 445	Computer-Aided Manufacturing	3
IT 475	Quality Control	3
GEB	Social Science	3
GED 152	Interpersonal Communication	3
GEE	Health / Physical Education	1
Fourth Semester (12)		
IT 440	Manufacturing Policy	3
GEB	Social Science	3
GEC	Humanities	3
GEE	Health / Physical Education	[illegible]
GEE	Health / Physical Education	1

Individual requirements may change through normal academic channels.

TECH PREP

CONTACT: **Betty Musgrave, Director**
c/o Barry Kohl, Franklin Co. Regional Supt.
202 West Main St. Benton, IL 62812
Telephone - (618) 438-9711

SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE

ENTERING AS FRESHMAN

Bachelor of Science Degree Program

ENGINEERING TECHNOLOGY

TYPICAL COMMON CORE

FRESHMAN – First Semester

- Chemistry
- Precalculus
- English Composition
- Humanities
- Health / Physical Education

Second Semester

- Calculus I
- English Composition
- Social Science
- Biology, Botany or Zoology
- Humanities

SOPHOMORE – Third Semester

- Physics I
- Physics Lab I
- Public Speaking
- Technical Requirements
- Health / Physical Education

Fourth Semester

- Physics II
- Physics Lab II
- Computational Methods
- Humanities
- Social Science
- Technical Requirement

JUNIOR and SENIOR –

Upper-level courses depend on the specialization of Engineering Technology chosen. Civil, Electrical, Mechanical and Surveying each contain approximately 64 hours of additional course work which include the remainder of the University's baccalaureate requirements and specialized upper-level course work designed to give students depth and breadth in the specific discipline chosen.

TECH PREP *means everyone has an opportunity to benefit. This includes high schools, colleges, employers, government, communities and – most of all – students!*

"Workforce 2000" and beyond will demand a labor force which boasts advanced technical, academic and interpersonal skills that a well-planned, articulated, challenging **TECH PREP** *program can provide.*

Thanks to cooperation among area educational institutions, students who are motivated self-starters and "team" players may take advantage of the **TECH PREP** *program to:*

- ➤ *broaden their knowledge base;*
- ➤ *keep pace with ever-changing technology;*
- ➤ *learn to operate and maintain new equipment;*
- ➤ *focus on technology of complete systems rather than specializing;*
- ➤ *move both laterally and upward in job assignments.*

ILLINOIS STATE BOARD OF EDUCATION
100 North First St., Springfield, IL 62777-0001

Louis Mervis, *Chairman*
Robert Leininger, *State Superintendent*

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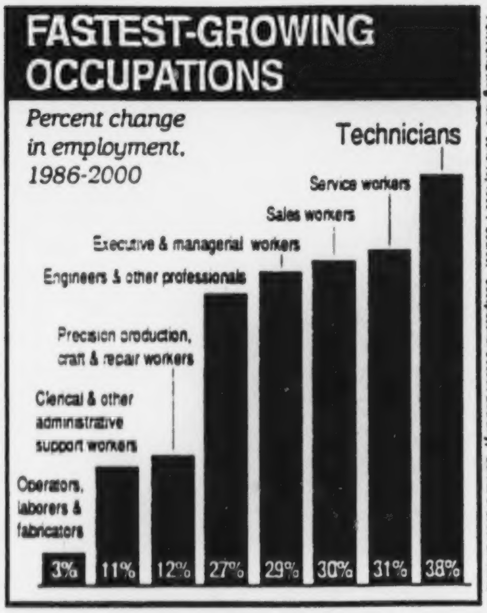

FORTUNE Magazine · June 19, 1989 / Source: "Occupational Outlook Quarterly," Bureau of Labor Statistics

Career opportunities

Engineering Technicians and Engineering Technologists are trained in the application of scientific and engineering principles to support engineering activities. Graduates have sufficient knowledge of current methods and procedures of engineering practices and possess the required technical skills so that they can be placed in industrial positions with immediate productivity. Engineering technicians and technologists normally work to implement applications designed by engineers.

Many diverse career paths are available to Technology graduates. Opportunities for entry-level positions depend on the technical emphasis. Career opportunities for graduates are in such fields as:

- Manufacturing
- Power Distribution
- Communications
- Highway Departments
- Construction Industries
- Computer Hardware / Software
- Land Surveyor
- Micro Electronics
- Architectural/Eng. Consulting Firms
- Aerospace Industries

TECH PREP

serving

Franklin County Regional Delivery System
Rend Lake Area Regional Delivery System
Rend Lake College

Final Narrative

PART II of II

July 1, 1991 - September 30 , 1991
October 1, 1991 - December 31, 1991
January 1, 1992 - March 31, 1992
April 1, 1992 - June 30, 1992

Barry Kohl, Regional Superintendent
Harold Hood, Ass't Regional Superintendent

Betty Musgrave
TECH PREP Director
(618) 438-9711

TECH PREP

11. OBJECTIVE

Develop a description of the expected role for all secondary and post-secondary staff involved in the Technical Preparation initiative: academic and technical instructors, counselors, and administrators.

PROCEDURES

Meet with system directors, administrators and select instructors to develop a description of the expected role and committee responsibilities for all secondary and post-secondary staff involved in the Technical Preparation initiatives, including counselors and administrators.

PERSONS RESPONSIBLE

Project Director
System Directors
Administrators
Select Instructors

DUE DATE

January, 1992

EVALUATION

Evaluate the description of the expected role for all secondary and post-secondary staff involved in the Technical Preparation initiatives.

ABSTRACT

11. OBJECTIVE

Description of Activities

1.A.1 The following descriptions were adapted and revised from the original TECH PREP Planning Year. These will be revised as needed. Blank spaces indicate where changes have been made.

TECH PREP ADVISORY BOARD

ACTIVITIES

1. Be organized with representatives from Business, Labor, Job Service, Regional Delivery Systems, Community College, and Universities.

2. Provide input to develop an instrument to determine the employer's expectation of prospective employees at specific exit points in the Technical Preparation Program. This information gathered with the instrument shall provide the basis for development of the TECH PREP Program.

3. Meet with instructors from the Regional Delivery Systems, Community College, and Universities to identify a task list

4. Will give input to the project staff and staff of the targeted schools to design a program to train instructors in the implementation of the TECH PREP progam

5. Recommend to project staff . . . a comprehensive plan for employment placement and Baccalaurete transfer of TECH PREP graduates.

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TECH PREP

COMMITTEE FOR PLANNING AND DEVELOPMENT

ACTIVITIES

1. Develop strategies to increase academic achievement of program participants and will be comprised of teachers from the curricula areas of vocational, math, science, and communications.

2. Develop a plan for implementing a 4-6 year sequential industrial Technology curriculum to increase participants' academic achievement and meet industry needs.

3. Integrate technical competencies based on Industrial Technician task lists into the four to six-year sequential industrial curriculum

4. Establish a formal plan for integration of academic and vocational instruction and identify equipment necessary for implementation.

5. Identify strategies to train academic and technical instructors to implement the TECH PREP curriculum.

6. Establish academic and technical competency standards for acceptance into the TECH PREP program.

TECH PREP

COMMITTEE FOR PLANNING AND DEVELOPMENT CONT.

7. Establish and maintain an on-going roster of potential students for either/or technical schools, two-year Associate Degree programs, a four-year Baccalaureate degree program; showing names, data to support the selection and identification.

8. Develop a recruitment plan for participants, females, and minorities.

9. Develop a plan for employment placement and articulation agreement for transfers for students.

a. CAPSTONE AGREEMENT:

Whereby students in the TECH PREP program completing an A.A.S. degree at RLC are guaranteed that they can transfer credits into SIU and complete a bachelor's degree in two additional years and not more than 60 additional semester hours.

TECH PREP

COUNSELORS' ACTIVITIES

1. Set standards and criteria for selection of students with:

    a. Standardized interest and abilities test preferably at the 9th grade and no later than the 10th grade in High School.

    b. Student interest shall be the primary identifying factor for selection.

    c. Student performance based upon potential and demonstrated ability to succeed.

2. Establish and maintain an on-going roster of potential students for either/or technical schools, two-year Associate Degree programs, a four-year Baccaluaureate degree program; showing names, data to support the selection and identification.

3. Show students ICP's, grade point average, rank in class, results from an abilities and interest assessment instrument, the students' high school plans that include courses and programs, and a written statement(s) regarding short and long range career goals; also, staff recommendations based on student contact; and parental statements regarding goals and objectives for their sons or daughters.

TECH PREP

COUNSELORS' ACTIVITIES CONT.

4. Develop a **recruitment plan for participants, females, and minorities**

5. Develop a plan for **employment placement and articulation agreement for transfers for students:**

    CAPSTONE AGREEMENT:
    Whereby students in the TECH PREP program completi A.A.S. degree at RLC are guaranteed that they can transfer credits into SIU and complete a bachelor's degree in two additional years and not more than 60 additional semester hours.

6. Establish a training program for high school and college counselors for **recruitment, transfer, and employment placement.**

    a. release counselors to attend workshops and tour schools participating in the program.

    b. utilize consultants to develop evaluative plan and assist with recommending test to be used.

    c. counselors visit exemplary programs.

    d. counselors will attend workshops conducted by ISU.

TECH PREP

FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM
REND LAKE AREA REGIONAL DELIVERY SYSTEM
REND LAKE COLLEGE

ACTIVITIES

1. Select a Planning Advisory Committee and project staff to conduct the planning process

2. Representatives of the RLRDS, FCRDS, RLC, SIU, will draw up a formal plan for the integration of academic and vocational instruction in both regional delivery systems.

3. Identify equipment necessary for implementation by

4. Establish academic and technical competency standards for acceptance into the TECH PREP program

4. A written plan, including timelines, for expanding the program throughout the college district and regional Delivery Systems

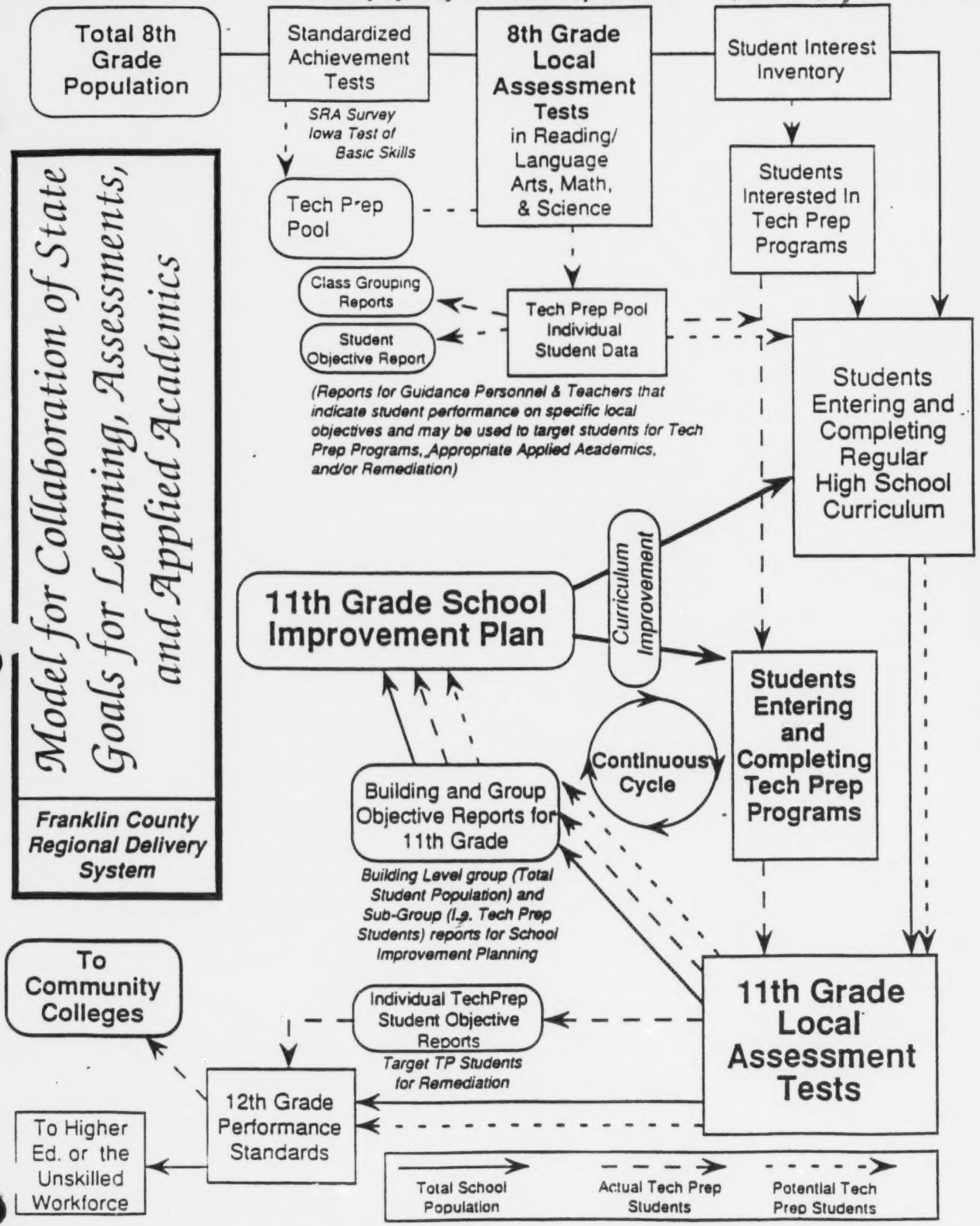
Strategy for Tech Prep Student Identification and School Improvement

A Yearly Cycle of Curricular Improvement

Revised for FY'93

Model for Collaboration of State Goals for Learning, Assessments, and Applied Academics

Franklin County Regional Delivery System


Total 8th Grade Population
Standardized Achievement Tests
SRA Survey
Iowa Test of Basic Skills
8th Grade Local Assessment Tests in Reading/ Language Arts, Math, & Science
Student Interest Inventory
Tech Prep Pool
Students Interested In Tech Prep Programs
Class Grouping Reports
Student Objective Report
Tech Prep Pool Individual Student Data
(Reports for Guidance Personnel & Teachers that indicate student performance on specific local objectives and may be used to target students for Tech Prep Programs, Appropriate Applied Academics, and/or Remediation)
Students Entering and Completing Regular High School Curriculum
Curriculum Improvement
11th Grade School Improvement Plan
Continuous Cycle
Students Entering and Completing Tech Prep Programs
Building and Group Objective Reports for 11th Grade
Building Level group (Total Student Population) and Sub-Group (I.e. Tech Prep Students) reports for School Improvement Planning
To Community Colleges
Individual TechPrep Student Objective Reports
Target TP Students for Remediation
11th Grade Local Assessment Tests
12th Grade Performance Standards
To Higher Ed. or the Unskilled Workforce
Total School Population
Actual Tech Prep Students
Potential Tech Prep Students

TECH PREP

12. OBJECTIVE

Review and make necessary revisions to the admission entrance criteria developed to identify Technical Preparation students and determine skill needs in course placement.

PROCEDURES

Admission standards and recruitment strategies will be reviewed.

PERSONS RESPONSIBLE

Project Director
Two Regional Providers
District Administrators

DUE DATE

January, 1992

EVALUATION

Evaluate the admission entrance criteria developed to identify Technical Preparation students.

ABSTRACT

12. OBJECTIVE

Description of Activities

1.A.1 The Model for Collaboration of State Goals for Learning, Assessments and Applied Academics, ***A Strategy for TECH PREP Student Identification & School Improvement,*** has been reviewed by the Collaboration Executive Committee and counselors for the TECH PREP sites in Franklin County Regional Delivery System. An additional meeting is being planned for a final review and process before copies of individual school reports are run by the Computer Specialist from the Franklin County Test Scoring Center. In late December and early January copies of the individual schools' reports will be run for Counselors to analyze before registrations for FY '93. **See Attachments** for schematic of Model and copies of reports presented to ISBE, Franklin County Regional Delivery Systems' Board of Control of Control; Rend Lake Area Regional Delivery System TECH PREP site Administrators and Counselor representation; and Franklin County Regional Delivery System Counselors at a Student Services Meeting with TECH PREP Equal Opportunity Advisory persons invited and attended by Pat Burt, Region VI Building Fairness Coordinator. This Model has been accepted by all persons listed above and will be implemented in Franklin County Regional Delivery System for Spring regisrations for FY '93 TECH PREP.

1.A.2 On January 8, 1992 a meeting was held for Rend Lake Area Regional Delivery System TECH PREP Site Counselors and other interested persons from Mt. Vernon High School and Wayne City High School for the purpose to review a draft and develop a process for selecting/admitting a TECH PREP Student from the Rend Lake Area Regional Delivery System into the TECH PREP Course of Study for training an Industrial Technician; to analyze local school's assessments in relation to TECH PREP students, applied academics and remediation; to discuss how all of this fits into the School Improvement Plan; to develop a plan for marketing the TECH PREP Course of Study for Training Industrial Technicians for your school; to review and develop a counselor training plan for your school and make recommendations to other RLRDS schools; to seek counselors input on "How to Make it Work in your School." See Attachments for Attendance Record , A Strategy for TECH PREP Student Identification & School Improvement Schematic, and the Development of a Model for Collaboration of State goals for Learning, Assessments and Applied Academics. The Achievement & Local Assessment Test Results for TECH PREP Identification and School Improvement Reports were explained to the counselors. Sally Cherry, ESR Test Scoring Center Coordinator facilitated this presentation by explaining all of the assessment reports. Copies of the Collaboration of Local Objectives with the Applied Academics for Hamilton/Jefferson Counties were completed by Sally and distributed to the participants. See Attachments for the TECH PREP for Hamilton/Jefferson/Wayne Counties Delivery System. See XIV TECH PREP Mini Collaboration Grant Summary for comments.

1.A.3 Each school district was given the option of which percentage they wanted to choose for the selection of the potential TECH PREP pool. The Franklin County Regional Delivery System has chosen the 40th to 60th percentile for selecting the potential TECH PREP Pool of names from National Achievement Test Scores from either the 7th or 8th grade.

The Rend Lake Area Regional Delivery System has chosen the 40th to 60th percentile for the selection range for the potential TECH PREP Pool of names from National Achievement Test Scores from the 7th or 8th grade for Mt. Vernon High School. Wayne City High School has chosen to use the 25th to 75th percentile for selection of the potential TECH PREP Pool.

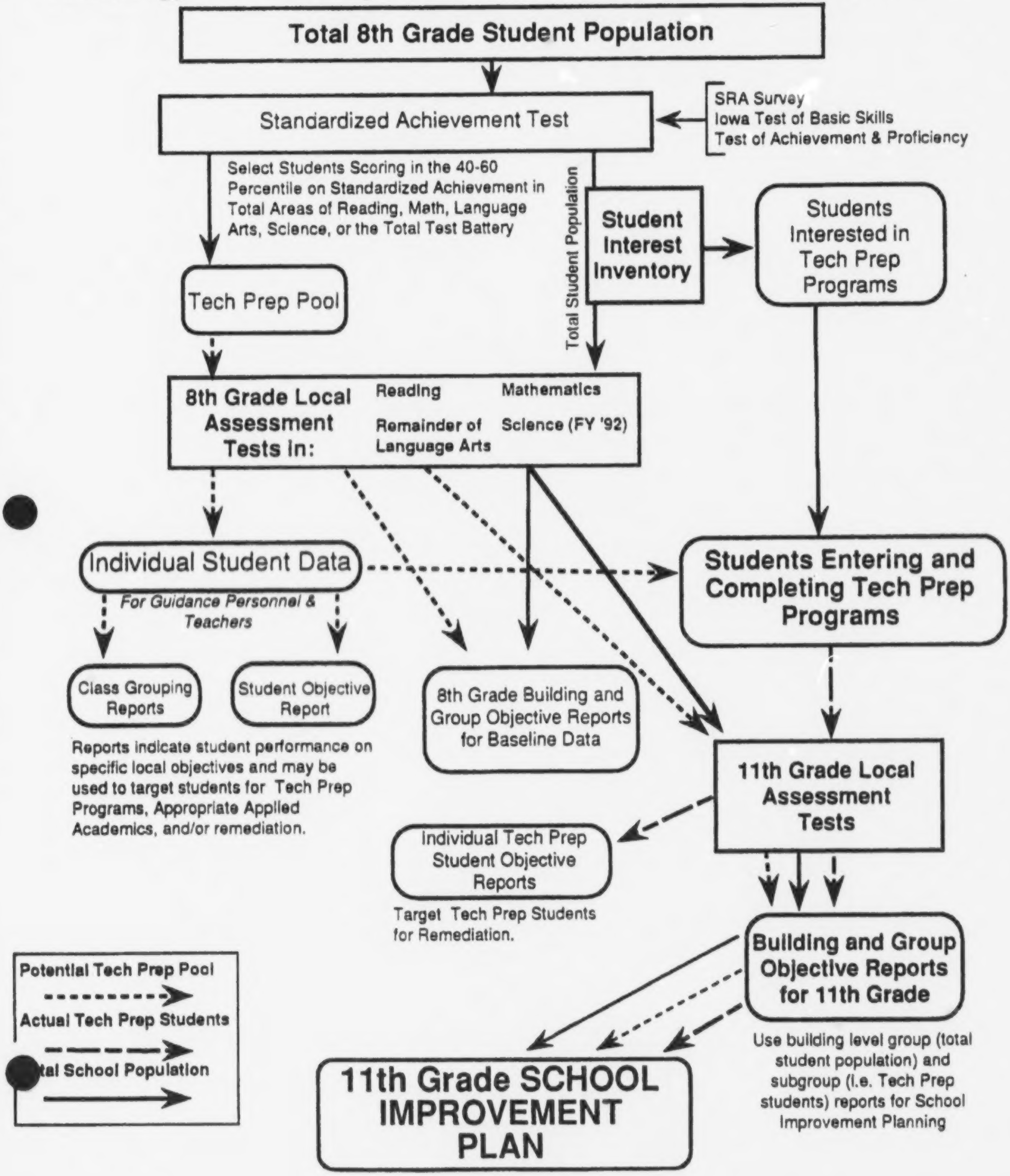
1.A.4 February 7, a meeting was held with Rend Lake Area Regional Delivery System Student Services Committee. At this meeting, the TECh PREP Director discussed TECH PREP and the Collaboration Mini Grant and the Correlations that a Committee from their schools had completed. Sally Cherry distributed copies of the Correlations and copies of the Individual School Printours of potential TECH PREP Pool to be used by counselors as they counseled with students for registration for FY '92-93. See Attachments for Agenda.

1.A.4 On February 26, 1992, the TECH PREP Collaboration Mini Grant, Phase II Executive Meeting was held to: review Phase II progress; review and revise the Model Schematic for any necessary changes; plan Phase II completion activities; discuss ideas and plans for FY '93 Phase III Continuation proposal. See Attachments for recording of meeting and plans.

Tech Prep for the Franklin Co. Regional Delivery System

Development of a Model for Collaboration of State Goals for Learning, Assessments and Applied Academics

A Strategy for Tech Prep Student Identification & School Improvement


Total 8th Grade Student Population
Standardized Achievement Test
SRA Survey
Iowa Test of Basic Skills
Test of Achievement & Proficiency
Total Student Population
Student Interest Inventory
Students Interested in Tech Prep Programs
Tech Prep Pool
8th Grade Local Assessment Tests in:
Reading
Mathematics
Remainder of Language Arts
Science (FY '92)
Individual Student Data
For Guidance Personnel & Teachers
Students Entering and Completing Tech Prep Programs
Class Grouping Reports
Student Objective Report
8th Grade Building and Group Objective Reports for Baseline Data
11th Grade Local Assessment Tests
Individual Tech Prep Student Objective Reports
Building and Group Objective Reports for 11th Grade
11th Grade SCHOOL IMPROVEMENT PLAN
Potential Tech Prep Pool
Actual Tech Prep Students
tal School Population

Select Students Scoring in the 40-60 Percentile on Standardized Achievement in Total Areas of Reading, Math, Language Arts, Science, or the Total Test Battery

Reports indicate student performance on specific local objectives and may be used to target students for Tech Prep Programs, Appropriate Applied Academics, and/or remediation.

Target Tech Prep Students for Remediation.

Use building level group (total student population) and subgroup (i.e. Tech Prep students) reports for School Improvement Planning

Achievement & Local Assessment Test Results for Tech Prep Identification and School Improvement

The following reports can be used to assist in potential Tech Prep student identification:

A. Class List Report.

This report lists achievement test data for the identified potential Tech Prep pool of students. This group is comprised of those who scored between the 40th and 60th national percentile on their school's 8th grade achievment test total scores in the area(s) of Reading, Math, Language Arts, Science, or Total test score.

B. Class Grouping Report.

This report groups the students selected in the Tech Prep pool from their achievment test according to how they performed (mastery/non-mastery) on each objective of their 8th grade local assessment test.

This may be used to determine weaknesses and strengths of the group of students.

C. Student Objective Report.

This report shows each Tech Prep pool student's performance (mastery/non-mastery) on their 8th grade local assessment test.

This may be used for specific placement of a student according to individual strengths and weaknesses.

The following reports can be used to evaluate Programs and to Formulate School Improvement Plans.

D. Building Objective Report. (For the Building)

E. Building Objective Report. (For Tech Prep Students)

This report summarizes group performance (Percent of student mastery) of each objective on the the group's local assessment test.

Comparison of reports for the entire building with that of Tech Prep students may indicate strengths or weaknesses in the standard curriculum or Tech Prep curriculum.

REGIONAL SUPT
SAMPLE TP BUILDING
GRADE 8

CLASS LIST REPORT

EIGHTH GRADE

IOWA TEST '85
TECH PREP POOL

STUDENT NAME STUDENT NO LVL SPECIAL CO FRM		VOC	RDG	SPL	CAP	PUN	USG	VIS MAT	REF MAT	MTH CON	MTH PBM	MTH CMP	LNG TOT	WRK TOT	MTH TOT	BAS BTR	TOT BTR
BAILEY BILL	GE	6.7	8.6	7.0	8.6	9.6	8.1	9.8	8.3	8.7	8.8	8.6	8.3	9.0	8.7	7.8	8.
14	NP	21	54	29	52	71	45	77	48	55	58	55	49	62	59	38	5
RMT....... G	LP	17	65	26	62	72	51	80	59	67	74	50	50	70	72	31	5
	OM	0	0	0	33	20	14	0	40	17	0	17					
BOOSTER JOANI	GE	8.9	5.3	9.3	7.6	7.2	7.2	8.1	6.9	8.7	6.9	9.0	7.8	7.5	8.2	7.9	7.
14	NP	60	7	64	38	32	33	45	27	55	24	68	40	36	47	40	3
.M........ G	LP	67	11	53	39	26	36	39	39	67	29	72	34	40	53	33	2
	OM	20	0	20	0	0	0	0	20	17	0	17					
BRADLEY MICHA	GE	8.7	9.4	7.8	7.2	6.7	6.3	8.5	6.2	7.5	6.9	8.2	7.0	7.4	7.5	8.4	8.
14	NP	55	68	41	33	26	22	52	18	31	24	45	28	34	32	51	4
..T....... G	LP	56	75	38	34	19	24	55	24	34	29	34	26	39	28	55	4
	OM	0	33	20	0	0	14	0	0	0	0	0					
BRAMBLES PAT	GE	7.8	6.7	6.4	6.2	9.1	5.7	8.1	5.2	7.1	6.5	8.5	6.8	6.6	7.4	7.1	7.
14	NP	38	23	21	20	61	16	45	9	23	18	52	25	22	29	25	2
...S...... G	LP	36	19	19	19	58	17	39	14	27	22	43	17	20	24	16	1
	OM	0	0	0	0	20	0	0	0	0	0	33					
CLARK KENT	GE	6.4	6.7	9.3	8.1	8.9	5.7	8.5	5.2	8.2	8.3	7.8	8.0	6.8	8.1	7.6	7.
14	NP	17	23	64	45	58	16	52	9	44	48	35	44	25	45	34	2
.M........ G	LP	14	19	53	50	53	17	55	14	54	64	24	41	25	50	26	2
	OM	0	0	20	17	20	0	0	20	17	0	17					
CRAWFORD JOAN	GE	7.6	10.6	6.4	9.5	7.6	7.5	9.4	8.8	7.7	7.5	8.6	7.8	9.1	7.9	8.1	8.
14	NP	35	87	21	64	37	37	69	55	34	34	55	40	64	41	45	5
.MT....... G	LP	29	94	19	77	29	45	74	72	40	45	50	34	72	43	38	6
	OM	0	67	0	50	0	14	0	20	0	0	33					
DAWSON LANIE	GE	8.7	8.3	8.1	8.6	9.6	9.2	7.8	6.7	6.5	6.5	8.6	8.9	7.2	7.2	8.1	8.
14	NP	55	48	45	52	71	60	40	24	14	18	55	59	31	25	45	4
R.T....... G	LP	56	53	43	62	72	77	34	30	14	22	50	56	35	21	38	4
	OM	0	0	20	0	20	43	0	0	0	0	33					
FURLONG JENNY	GE	7.6	7.3	9.6	8.6	8.6	9.0	8.3	8.5	8.2	9.2	8.8	9.0	8.4	8.7	8.3	8.
14	NP	35	32	68	52	52	57	48	50	44	66	62	60	51	59	49	4
.MT....... G	LP	29	29	58	62	48	72	45	64	54	84	65	62	57	72	45	5
	OM	0	0	20	0	0	43	0	40	17	33	33					
GROOMS JAMES	GE	9.3	8.5	9.3	7.2	8.0	7.2	7.4	6.9	7.3	5.3	7.1	7.9	7.2	6.6	8.4	7.
14	NP	68	52	64	33	43	33	33	27	27	7	19	42	31	14	51	4
R.T....... G	LP	80	58	53	34	36	36	22	39	30	5	9	36	35	9	55	3
	OM	20	0	20	0	0	14	0	0	17	0	0					
HARRISON BENJ	GE	8.9	7.6	8.1	9.9	7.6	5.2	9.0	6.9	8.5	8.1	9.2	7.7	8.0	8.6	8.3	8.
14	NP	60	37	45	70	37	11	61	27	51	44	74	39	44	57	49	4
.MTS...... G	LP	67	38	43	84	29	12	65	39	57	59	78	31	49	62	45	5
	OM	20	0	20	17	0	0	0	20	0	0	50					
HENDERSON KEN	GE	8.9	8.6	10.8	10.6	9.6	9.5	8.5	8.3	8.2	8.6	9.0	10.1	8.4	8.6	9.2	8.
14	NP	60	54	85	80	71	65	52	48	44	54	68	78	51	57	68	6
RM.S...... G	LP	67	65	89	92	72	84	55	59	54	67	72	87	57	62	78	6
	OM	20	0	80	67	40	29	0	40	17	0	67					
HOLCOMB SWEEP	GE	7.8	6.7	6.7	6.2	8.3	6.6	7.8	6.9	7.5	8.1	8.2	7.0	7.4	7.9	7.3	7.
14	NP	38	23	25	20	47	26	40	27	31	44	45	28	34	41	28	3
.M........ G	LP	36	19	23	19	41	26	34	39	34	59	34	26	39	43	17	2
	OM	0	0	0	0	20	0	0	20	0	0	17					
HOUSTON TEXAS	GE	7.6	7.8	9.9	8.1	8.9	7.8	9.8	8.8	8.1	8.1	9.3	8.7	9.3	8.5	8.4	8.
14	NP	35	40	72	45	58	41	77	55	42	44	77	55	67	54	51	5
RMT....... G	LP	29	43	70	50	53	48	80	72	49	59	82	55	74	56	55	6
	OM	0	0	60	17	20	0	50	20	0	0	67					

GE=GRADE EQUIV
LP=LOCAL %ILE

NP=NATIONAL %ILE
OM=OBJECTIVES MAST

BATCH 910011
TEST DATE: 02/01/91
RUN DATE: 09/09/91
PAGE 1

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REGIONAL SUPT
SAMPLE TP BUILDING
GRADE 8

CLASS LIST REPORT

EIGHTH GRADE

IOWA TEST '85
TECH PREP POOL

STUDENT NAME STUDENT NO LVL SPECIAL CO FRM		VOC	RDG	SPL	CAP	PUN	USG	VIS MAT	REF MAT	MTH CON	MTH PBM	MTH CMP	LNG TOT	WRK TOT	MTH TOT	BAS BTR	TOT BTR
JENNINGS WAYL	GE	7.8	7.6	9.9	7.2	9.6	10.3	7.6	6.9	7.1	9.0	8.5	9.2	7.2	8.2	8.4	8.0
14	NP	38	37	72	33	71	78	37	27	23	62	52	64	31	47	51	44
.MTS...... G	LP	36	38	70	34	72	95	25	39	27	79	43	67	35	53	55	45
	OM	0	0	40	0	40	57	0	20	0	33	17					
JOHNSON ANDRE	GE	8.9	9.1	10.8	9.5	12.1	10.3	8.5	8.8	8.7	8.3	9.2	10.7	8.6	8.7	9.4	9.2
14	NP	60	62	85	64	96	78	52	55	55	48	74	87	55	59	72	68
.M.S...... G	LP	67	70	89	77	97	95	55	72	67	64	78	94	62	72	82	80
	OM	20	0	80	17	60	43	0	40	0	0	50					
KEITH BRYAN	GE	8.1	8.6	6.1	8.1	6.3	6.9	9.4	7.2	9.2	7.5	8.5	6.8	8.3	8.4	7.8	8.0
14	NP	44	54	18	45	21	30	69	32	64	34	52	25	50	52	38	44
RMTS...... G	LP	43	65	12	50	16	29	74	45	77	45	43	17	54	55	31	45
	OM	0	0	0	33	0	14	0	20	33	0	33					
LINDSAY GEORG	GE	6.4	7.8	11.8	7.6	10.2	9.0	8.3	8.3	7.1	8.8	8.0	9.6	8.3	8.0	8.5	8.0
14	NP	17	40	95	38	80	57	48	48	23	58	40	71	50	43	53	44
RMT....... G	LP	14	43	97	39	78	72	45	59	27	74	29	75	54	48	58	45
	OM	0	0	100	17	20	29	0	20	0	33	33					
MITCHELL JAME	GE	9.3	9.9	7.8	9.5	10.6	8.4	9.6	8.5	9.0	7.8	9.4	9.1	9.0	8.7	8.9	9.2
14	NP	68	77	41	64	84	49	73	50	60	38	80	62	62	59	62	68
.M........ G	LP	80	87	38	77	87	60	77	64	74	50	85	65	70	72	63	80
	OM	20	0	0	17	40	14	0	40	33	0	67					
MORRIS PHILLI	GE	10.0	7.6	8.7	7.2	8.6	7.5	5.5	8.5	8.7	6.9	8.0	8.0	7.0	7.9	8.6	8.1
14	NP	81	37	54	33	52	37	10	50	55	24	40	44	28	41	55	46
.MTS...... G	LP	95	38	48	34	48	45	9	64	67	29	29	41	29	43	60	48
	OM	40	0	40	17	20	0	0	20	0	0	17					
PETERS ALICIA	GE	9.5	8.9	9.9	10.9	10.6	9.5	10.6	10.4	8.9	10.1	8.6	10.2	10.5	9.2	9.4	9.7
14	NP	72	59	72	84	84	65	89	83	59	85	55	80	88	70	72	78
R......... G	LP	85	68	70	97	87	84	90	90	70	95	50	89	92	84	82	84
	OM	20	0	40	33	40	29	50	60	17	67	17					
POE EDGAR A	GE	8.5	6.9	5.5	3.3	6.7	8.4	9.3	8.0	8.7	9.0	8.3	6.0	8.6	8.7	7.4	7.7
14	NP	51	26	13	1	26	49	66	43	55	62	48	15	55	59	30	38
.M........ G	LP	50	24	11	2	19	60	70	52	67	79	38	12	62	72	23	34
	OM	0	0	20	0	0	14	0	40	0	0	0					
SANDERS ROBER	GE	8.5	6.0	7.0	7.2	8.6	7.2	7.8	5.4	9.0	7.5	7.6	7.5	6.6	8.0	7.4	7.3
14	NP	51	14	29	33	52	33	40	10	60	34	30	36	22	43	30	30
.M........ G	LP	50	12	26	34	48	36	34	17	74	45	17	29	20	48	23	23
	OM	0	0	20	0	20	29	0	0	33	0	17					
SIMPSON MARGE	GE	8.7	8.5	10.8	9.5	10.6	9.2	8.3	9.5	9.6	7.5	8.7	10.0	8.9	8.6	9.2	8.9
14	NP	55	52	85	64	84	60	48	67	71	34	58	77	60	57	68	62
RM........ G	LP	56	58	89	77	87	77	45	79	87	45	60	84	64	62	78	68
	OM	20	0	60	17	40	0	0	60	50	0	17					
SMITH JOHN	GE	8.1	7.8	9.9	7.6	8.0	7.5	7.1	6.7	7.7	6.5	8.7	8.2	6.9	7.6	8.4	7.7
14	NP	44	40	72	38	43	37	29	24	34	18	58	47	26	34	51	38
R......... G	LP	43	43	70	39	36	45	19	30	40	22	60	46	27	33	55	34
	OM	20	0	60	0	0	29	0	20	0	0	17					
SPANN BILLY	GE	10.0	8.2	7.8	6.2	9.4	8.7	7.1	6.2	8.1	5.7	7.3	8.0	6.6	7.0	8.2	8.0
14	NP	81	47	41	20	67	53	29	18	42	10	23	44	22	21	47	44
R.T....... G	LP	95	48	38	19	62	63	19	24	49	10	12	41	20	16	41	45
	OM	40	0	40	0	20	14	0	0	17	0	17					
SWEENEY ANNA	GE	7.8	8.9	10.8	9.5	9.6	8.4	10.0	8.8	8.5	8.1	9.5	9.6	9.4	8.7	9.0	8.9
14	NP	38	59	85	64	71	49	81	55	51	44	83	71	69	59	64	62
RM.S...... G	LP	36	68	89	77	72	60	85	72	57	59	87	75	77	72	70	68
	OM	0	33	80	17	20	0	0	60	17	33	67					

GE=GRADE EQUIV
LP=LOCAL %ILE

NP=NATIONAL %ILE
OM=OBJECTIVES MAST

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REGIONAL SUPT
SAMPLE TP BUILDING
GRADE 8

EIGHTH GRADE

IOWA TEST '85
TECH PREP POOL

STUDENT NAME STUDENT NO LVL SPECIAL CO FRM		VOC	RDG	SPL	CAP	PUN	USG	VIS MAT	REF MAT	MTH CON	MTH PBM	MTH CMP	LNG TOT	WRK TOT	MTH TOT	BAS BTR	TOT BTR
TIMMONS TIM	GE	9.3	8.0	10.1	6.7	8.0	7.8	8.5	7.5	7.9	8.1	7.8	8.2	8.0	7.9	8.8	8.3
14	NP	68	44	75	26	43	41	52	36	38	44	35	47	44	41	60	50
RMT....... G	LP	80	45	75	24	36	48	55	47	42	59	24	46	49	43	62	56
	OM	40	0	60	0	20	14	0	20	0	0	33					
UPTOWN SANDRA	GE	8.5	8.2	6.7	8.6	6.3	6.9	5.5	7.2	6.5	7.8	8.2	7.1	6.4	7.5	7.7	7.5
14	NP	51	47	25	52	21	30	10	32	14	38	45	30	19	32	36	34
R......... G	LP	50	48	23	62	16	29	9	45	14	50	34	28	12	28	28	29
	OM	0	0	0	0	0	0	0	20	0	0	17					
WALKER JEREMY	GE	9.6	8.3	7.8	9.5	8.0	7.2	7.6	6.7	7.7	7.5	7.8	8.1	7.2	7.7	8.4	8.2
14	NP	74	48	41	64	43	33	37	24	34	34	35	45	31	36	51	48
R.T....... G	LP	87	53	38	77	36	36	25	30	40	45	24	43	35	34	55	53
	OM	40	0	20	17	0	0	0	20	0	0	17					
WELLS PAULA	GE	8.7	8.5	7.8	9.9	9.4	7.5	8.7	7.2	8.1	7.8	8.0	8.6	8.0	8.0	8.2	8.4
14	NP	55	52	41	70	67	37	55	32	42	38	40	54	44	43	47	52
RMT....... G	LP	56	58	38	84	62	45	59	45	49	50	29	53	49	48	41	60
	OM	0	0	20	17	20	14	0	20	0	0	0					
WILLIAMS DANN	GE	9.5	8.3	11.3	10.6	8.6	7.5	8.5	8.8	9.6	8.3	9.2	9.5	8.6	9.0	9.5	9.0
14	NP	72	48	91	80	52	37	52	55	71	48	74	69	55	66	74	64
R......... G	LP	85	53	94	92	48	45	55	72	87	64	78	72	62	78	84	73
	OM	40	0	100	50	0	14	0	40	50	0	50					
WORTHY SONJA	GE	9.5	8.6	10.6	9.1	9.1	9.0	9.0	9.0	7.3	7.5	8.7	9.4	9.0	7.8	9.1	8.9
14	NP	72	54	83	58	61	57	61	58	27	34	58	67	62	39	66	62
R..S...... G	LP	85	65	80	67	58	72	65	75	30	45	60	70	70	36	75	68
	OM	0	0	60	33	20	14	0	40	0	0	33					
MEDIAN SCORES																	
NUMBER RIGHT		23	29	24	15	18	22	24	23	22	14	23	78	48	57	131	234
SCALE SCORE		165	160	168	162	167	155	162	151	160	156	165	160	159	159	162	159
GRADE EQUIV		8.6	8.2	8.8	8.3	8.8	7.7	8.4	7.4	8.2	7.8	8.5	8.2	8.1	8.1	8.4	8.1
NATIONAL %ILE		54	47	56	48	56	40	50	35	43	39	53	47	45	44	50	47
NORMAL CURVE		52	48	54	49	53	44	50	42	46	44	52	48	47	47	50	48
STUDENT COUNT		32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32

GE=GRADE EQUIV
LP=LOCAL %ILE

NP=NATIONAL %ILE
OM=OBJECTIVES MAST

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                              CLASS GROUPING REPORT
REGIONAL SUPT                                                 LOCAL ASSESSMENT
TP SAMPLE SCHOOL                                              LEVEL  8 1
GRADE  8                       INCOMING FRESHMEN              TECH PREP POOL
MATH GOALS 1-7                                                STUDENT COUNT= 30


 A-RD/WRT NOS.:

 MASTERY LEVEL (83% OF CLASS)

  BAILEY BILL         BOOSTER JOANIE      BRAMBLES PAT        CLARK KENT
  CRAWFORD JOAN       FURLOG JENNIFER     GROOMS JAMES        HARRISON BENJAMIN
  HENDERSON KENTUCKY  HOUSTON TEXAS       JENNINGS WAYLA      JOHNSON ANDREA
  KEITH BRYAN         MITCHELL JOHN       PETERS ALICIA       POE EDGAR A
  SANDERS ROBERT      SIMPSON MARGE       SMITH JOHN          SPANN BILLY
  SWEETNEY ANNA       WALKER JEREMY       WELLS PAULA         WILLIAMS DANNY
  WORTHY SARAH

 NON MASTERY LEVEL (17% OF CLASS)

  DAWSON LANIE        HOLCOMB SWEEPS      LINDSAY GEORGIA     TIMMONS TIM
  UPTOWN SANDY

1D-ORDER NOS.:

 MASTERY LEVEL (77% OF CLASS)

  BAILEY BILL         BRAMBLES PAT        CLARK KENT          CRAWFORD JOAN
  HARRISON BENJAMIN   HENDERSON KENTUCKY  HOLCOMB SWEEPS      HOUSTON TEXAS
  JENNINGS WAYLA      JOHNSON ANDREA      KEITH BRYAN         LINDSAY GEORGIA
  MITCHELL JOHN       PETERS ALICIA       SANDERS ROBERT      SIMPSON MARGE
  SMITH JOHN          SPANN BILLY         SWEETNEY ANNA       UPTOWN SANDY
  WALKER JEREMY       WELLS PAULA         WORTHY SARAH

 NON MASTERY LEVEL (23% OF CLASS)
  BOOSTER JOANIE      DAWSON LANIE        FURLOG JENNIFER     GROOMS JAMES
  POE EDGAR A         TIMMONS TIM         WILLIAMS DANNY

1G-FACT & MULT:

 MASTERY LEVEL (40% OF CLASS)

  BRAMBLES PAT        CRAWFORD JOAN       FURLOG JENNIFER     HOLCOMB SWEEPS
  JOHNSON ANDREA      KEITH BRYAN         LINDSAY GEORGIA     MITCHELL JOHN
  PETERS ALICIA       SWEETNEY ANNA       TIMMONS TIM         WELLS PAULA

 PARTIAL MASTERY LEVEL (43% OF CLASS)

  BOOSTER JOANIE      CLARK KENT          DAWSON LANIE        GROOMS JAMES
  HARRISON BENJAMIN   HENDERSON KENTUCKY  JENNINGS WAYLA      POE EDGAR A
  SIMPSON MARGE       SMITH JOHN          SPANN BILLY         UPTOWN SANDY
  WORTHY SARAH




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                                   CLASS GROUPING REPORT
REGIONAL SUPT                                                         LOCAL ASSESSMENT
TP SAMPLE SCHOOL                                                      LEVEL  8 1
GRADE  8                              INCOMING FRESHMEN               TECH PREP POOL
MATH GOALS 1-7                                                        STUDENT COUNT= 30


 G-FACT & MULT:
  NON MASTERY LEVEL (17% OF CLASS)
   BAILEY BILL         HOUSTON TEXAS       SANDERS ROBERT      WALKER JEREMY
   WILLIAMS DANNY

 2B-PROPORTIONS:
  MASTERY LEVEL (67% OF CLASS)
   BAILEY BILL         CLARK KENT          CRAWFORD JOAN       FURLOG JENNIFER
   GROOMS JAMES        HENDERSON KENTUCKY  HOUSTON TEXAS       JENNINGS WAYLA
   JOHNSON ANDREA      KEITH BRYAN         LINDSAY GEORGIA     MITCHELL JOHN
   PETERS ALICIA       POE EDGAR A         SIMPSON MARGE       SWEETNEY ANNA
   UPTOWN SANDY        WELLS PAULA         WILLIAMS DANNY      WORTHY SARAH

  PARTIAL MASTERY LEVEL (23% OF CLASS)
   BOOSTER JOANIE      BRAMBLES PAT        DAWSON LANIE        HARRISON BENJAMIN
   HOLCOMB SWEEPS      SANDERS ROBERT      SMITH JOHN

  NON MASTERY LEVEL (10% OF CLASS)
   SPANN BILLY         TIMMONS TIM         WALKER JEREMY

 B-EST MEASURE:
  MASTERY LEVEL (47% OF CLASS)
   BAILEY BILL         CLARK KENT          CRAWFORD JOAN       GROOMS JAMES
   HARRISON BENJAMIN   HOUSTON TEXAS       JOHNSON ANDREA      KEITH BRYAN
   LINDSAY GEORGIA     MITCHELL JOHN       PETERS ALICIA       TIMMONS TIM
   WALKER JEREMY       WELLS PAULA

  NON MASTERY LEVEL (53% OF CLASS)
   BOOSTER JOANIE      BRAMBLES PAT        DAWSON LANIE        FURLOG JENNIFER
   HENDERSON KENTUCKY  HOLCOMB SWEEPS      JENNINGS WAYLA      POE EDGAR A
   SANDERS ROBERT      SIMPSON MARGE       SMITH JOHN          SPANN BILLY
   SWEETNEY ANNA       UPTOWN SANDY        WILLIAMS DANNY      WORTHY SARAH

 3E-APPLY SYSTEM:
  MASTERY LEVEL (53% OF CLASS)
   BOOSTER JOANIE      CLARK KENT          FURLOG JENNIFER     GROOMS JAMES
   HOLCOMB SWEEPS      HOUSTON TEXAS       JOHNSON ANDREA      KEITH BRYAN
   MITCHELL JOHN       PETERS ALICIA       POE EDGAR A         SIMPSON MARGE
   SMITH JOHN          SPANN BILLY         SWEETNEY ANNA       WALKER JEREMY


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                                CLASS GROUPING REPORT
                                                                      LOCAL ASSESSMENT
REGIONAL SUPT                                                         LEVEL  8 1
TP SAMPLE SCHOOL                                                      TECH PREP POOL
GRADE  8                           INCOMING FRESHMEN                  STUDENT COUNT= 30
MATH GOALS 1-7


3E-APPLY SYSTEM:


  NON MASTERY LEVEL (47% OF CLASS)

    BAILEY BILL           BRAMBLES PAT          CRAWFORD JOAN         DAWSON LANIE
    HARRISON BENJAMIN     HENDERSON KENTUCKY    JENNINGS WAYLA        LINDSAY GEORGIA
    SANDERS ROBERT        TIMMONS TIM           UPTOWN SANDY          WELLS PAULA
    WILLIAMS DANNY        WORTHY SARAH


4A-EXP,EQU,><:

  MASTERY LEVEL (27% OF CLASS)

    BRAMBLES PAT          HARRISON BENJAMIN     HENDERSON KENTUCKY    HOUSTON TEXAS
    JOHNSON ANDREA        LINDSAY GEORGIA       PETERS ALICIA         SIMPSON MARGE


  PARTIAL MASTERY LEVEL (43% OF CLASS)

    BAILEY BILL           CLARK KENT            CRAWFORD JOAN         FURLOG JENNIFER
    GROOMS JAMES          HOLCOMB SWEEPS        JENNINGS WAYLA        SANDERS ROBERT
    SMITH JOHN            SPANN BILLY           SWEETNEY ANNA         WALKER JEREMY
    WELLS PAULA


  NON MASTERY LEVEL (30% OF CLASS)

    BOOSTER JOANIE        DAWSON LANIE          KEITH BRYAN           MITCHELL JOHN
    POE EDGAR A           TIMMONS TIM           UPTOWN SANDY          WILLIAMS DANNY
    WORTHY SARAH


5A-ID SIMP FIGS:

  MASTERY LEVEL (47% OF CLASS)

    BAILEY BILL           CRAWFORD JOAN         HARRISON BENJAMIN     HOUSTON TEXAS
    JENNINGS WAYLA        KEITH BRYAN           LINDSAY GEORGIA       MITCHELL JOHN
    PETERS ALICIA         SANDERS ROBERT        SIMPSON MARGE         SWEETNEY ANNA
    WILLIAMS DANNY        WORTHY SARAH


  NON MASTERY LEVEL (53% OF CLASS)

    BOOSTER JOANIE        BRAMBLES PAT          CLARK KENT            DAWSON LANIE
    FURLOG JENNIFER       GROOMS JAMES          HENDERSON KENTUCKY    HOLCOMB SWEEPS
    JOHNSON ANDREA        POE EDGAR A           SMITH JOHN            SPANN BILLY
    TIMMONS TIM           UPTOWN SANDY          WALKER JEREMY         WELLS PAULA




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                              CLASS GROUPING REPORT
REGIONAL SUPT                                                  LOCAL ASSESSMENT
TP SAMPLE SCHOOL                                               LEVEL  8 1
GRADE  8                      INCOMING FRESHMEN                TECH PREP POOL
MATH GOALS 1-7                                                 STUDENT COUNT= 30


5D-PYTHAGOREAN:
 MASTERY LEVEL (37% OF CLASS)

  BAILEY BILL              BRAMBLES PAT             DAWSON LANIE             GROOMS JAMES
  LINDSAY GEORGIA          PETERS ALICIA            SANDERS ROBERT           SMITH JOHN
  SWEETNEY ANNA            UPTOWN SANDY             WELLS PAULA

 NON MASTERY LEVEL (63% OF CLASS)

  BOOSTER JOANIE           CLARK KENT               CRAWFORD JOAN            FURLOG JENNIFER
  HARRISON BENJAMIN        HENDERSON KENTUCKY       HOLCOMB SWEEPS           HOUSTON TEXAS
  JENNINGS WAYLA           JOHNSON ANDREA           KEITH BRYAN              MITCHELL JOHN
  POE EDGAR A              SIMPSON MARGE            SPANN BILLY              TIMMONS TIM
  WALKER JEREMY            WILLIAMS DANNY           WORTHY SARAH

6A-INTERP DATA:
 MASTERY LEVEL (87% OF CLASS)

  BAILEY BILL              BOOSTER JOANIE           CLARK KENT               CRAWFORD JOAN
  DAWSON LANIE             FURLOG JENNIFER          GROOMS JAMES             HARRISON BENJAMIN
  HENDERSON KENTUCKY       HOUSTON TEXAS            JOHNSON ANDREA           KEITH BRYAN
  LINDSAY GEORGIA          MITCHELL JOHN            PETERS ALICIA            SANDERS ROBERT
  SIMPSON MARGE            SMITH JOHN               SPANN BILLY              SWEETNEY ANNA
  TIMMONS TIM              UPTOWN SANDY             WALKER JEREMY            WELLS PAULA
  WILLIAMS DANNY           WORTHY SARAH

 NON MASTERY LEVEL (13% OF CLASS)
  BRAMBLES PAT             HOLCOMB SWEEPS           JENNINGS WAYLA           POE EDGAR A

6D-PROBABILITY:
 MASTERY LEVEL (50% OF CLASS)

  BAILEY BILL              DAWSON LANIE             FURLOG JENNIFER          HOUSTON TEXAS
  MITCHELL JOHN            PETERS ALICIA            POE EDGAR A              SANDERS ROBERT
  SMITH JOHN               SPANN BILLY              SWEETNEY ANNA            TIMMONS TIM
  WELLS PAULA              WILLIAMS DANNY           WORTHY SARAH

 NON MASTERY LEVEL (50% OF CLASS)

  BOOSTER JOANIE           BRAMBLES PAT             CLARK KENT               CRAWFORD JOAN
  GROOMS JAMES             HARRISON BENJAMIN        HENDERSON KENTUCKY       HOLCOMB SWEEPS
  JENNINGS WAYLA           JOHNSON ANDREA           KEITH BRYAN              LINDSAY GEORGIA
  SIMPSON MARGE            UPTOWN SANDY             WALKER JEREMY




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                              CLASS GROUPING REPORT
REGIONAL SUPT                                                 LOCAL ASSESSMENT
TP SAMPLE SCHOOL                                              LEVEL  8 1
GRADE  8                        INCOMING FRESHMEN             TECH PREP POOL
MATH GOALS 1-7                                                STUDENT COUNT= 30


A-ROUND NUMS.:
 MASTERY LEVEL (43% OF CLASS)

  BAILEY BILL          BRAMBLES PAT         CLARK KENT           CRAWFORD JOAN
  GROOMS JAMES         LINDSAY GEORGIA      PETERS ALICIA        SANDERS ROBERT
  SMITH JOHN           SPANN BILLY          TIMMONS TIM          WELLS PAULA
  WILLIAMS DANNY


 PARTIAL MASTERY LEVEL (23% OF CLASS)

  DAWSON LANIE         FURLOG JENNIFER      HENDERSON KENTUCKY   KEITH BRYAN
  MITCHELL JOHN        SIMPSON MARGE        SWEETNEY ANNA


 NON MASTERY LEVEL (33% OF CLASS)

  BOOSTER JOANIE       HARRISON BENJAMIN    HOLCOMB SWEEPS       HOUSTON TEXAS
  JENNINGS WAYLA       JOHNSON ANDREA       POE EDGAR A          UPTOWN SANDY
  WALKER JEREMY        WORTHY SARAH


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STUDENT OBJECTIVE REPORT

REGIONAL SUPT
INCOMING FRESHMEN
TP SAMPLE SCHOOL
GRADE 8

BOOSTER JOANIE

LOCAL ASSESSMENT
LEVEL 8 1
TECH PREP POOL
AGE 14-02

OBJECTIVE	RIGHT POSSIBLE	% RIGHT	MST LVL
READING G1			
A1 LOCATE INFO	1/3	33	-
A2 REMEM. INFO	4/6	67	+
A3 SUMM IDEAS	2/3	67	+
RECOG & SUMM	7/12	58	67
B1 PREDICT PRI	1/4	25	-
B2 PRED DURING	1/3	33	-
B3 QUEST AFTER	1/2	50	+
QUEST & PREDICT	3/9	33	33
C1 USTAND REAS	0/1	0	-
C2 APPROP TEXTS	2/3	67	+
READING PURPOSE	2/4	50	50
D1 USTAND DIFF	1/4	25	-
D2 ADJUST STRAT	1/6	17	-
SENSE DIFFIC.	2/10	20	0
E1 MAKE INFER	3/11	27	-
E2 EXP RATIONAL	1/2	50	+
USE INFERENCE	4/13	31	50
F1 ANALYZE INFO	2/5	40	-
G1 VERIFY ANSW	1/3	33	-
SUBTEST AVG		38	36
LITERATURE G5			
5AB-LIT TYPES	4/6	67	+
5C-OTHER COUNTR	1/4	25	-
5D-HIST. PERIOD	0/4	0	-
E-VALUE SYST.	1/4	25	-
5F-ELEMENTS	1/4	25	-
5G-FIG. LANGUAG	1/6	17	-
5H-THEME/LIFE	1/4	25	-
5I-SYM,ALL,MYTH	1/4	25	-
5J-FORM OPINION	1/1	100	+
SUBTEST AVG		30	22
LISTENING G2			
2A-SUMM MEANING	4/5	80	+
2B-SEQ/IDEAS	4/4	100	+
2C-MAKE INFEREN	4/7	57	P
2D-ID PURPOSES	2/2	100	+
2E-ADAPT/PERSP.	0/2	0	-
SUBTEST AVG		70	60
WRITING G3			
3A-APPROP.LANG	1/1	100	+
3B-FOCUS/IDEA	1/1	100	+
3C-DESCR DETAIL	1/1	100	+
3D-ORGANIZ/IDEA	1/1	100	+
3EF-CONV.ENGL.	1/1	100	+
SUBTEST AVG		100	100
SPEAKING G4			
4A-CLR&EXP SPK	1/1	100	+
4B-ORGANIZATION	1/1	100	+

OBJECTIVE	RIGHT POSSIBLE	% RIGHT	MST LVL
SPEAKING G4			
4C-USE SUPPORT	1/1	100	+
4DE-APPROP LANG	1/1	100	+
SUBTEST AVG		100	100
MATH GOALS 1-7			
1A-RD/WRT NOS.	3/3	100	+
1D-ORDER NOS.	1/3	33	-
1G-FACT & MULT	2/4	50	P
2B-PROPORTIONS	2/4	50	P
3B-EST MEASURE	1/3	33	-
3E-APPLY SYSTEM	3/3	100	+
4A-EXP,EQU,><	1/4	25	-
5A-ID SIMP FIGS	1/3	33	-
5D-PYTHAGOREAN	0/3	0	-
6A-INTERP DATA	2/3	67	+
6D-PROBABILITY	1/3	33	-
7A-ROUND NUMS.	1/4	25	-
SUBTEST AVG		45	25
TOTAL AVG		45	45

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+=MASTERED BATCH 910073-21 ID NUMBER M 8

```
                              STUDENT OBJECTIVE REPORT
REGIONAL SUPT                                                     LOCAL ASSESSMENT
INCOMING FRESHMEN                                                 LEVEL  8 1
TP SAMPLE SCHOOL                BAILEY BILL                       TECH PREP POOL
GRADE  8                                                          AGE  14-11

  OBJECTIVE                                  RIGHT        %       MST
                                           POSSIBLE     RIGHT     LVL

LITERATURE G5
 5AB-LIT TYPES                                2/6         33       -
 5C-OTHER COUNTR                              4/4        100       +
 5D-HIST. PERIOD                              0/4          0       -
 5E-VALUE SYST.                               2/4         50       P
 5F-ELEMENTS                                  1/4         25       -
 5G-FIG. LANGUAG                              5/6         83       +
 5H-THEME/LIFE                                3/4         75       +
 5I-SYM,ALL,MYTH                              1/4         25       -
 5J-FORM OPINION                              1/1        100       +

   SUBTEST AVG                                            51      44

WRITING G3
 3A-APPROP.LANG                               0/1          0       -
 3B-FOCUS/IDEA                                0/1          0       -
 3C-DESCR DETAIL                              0/1          0       -
 3D-ORGANIZ/IDEA                              0/1          0       -
 3EF-CONV.ENGL.                               1/1        100       +

   SUBTEST AVG                                            20      20

SPEAKING G4
 4A-CLR&EXP SPK                               1/1        100       +
 4B-ORGANIZATION                              1/1        100       +
 4C-USE SUPPORT                               1/1        100       +
 4DE-APPROP LANG                              1/1        100       +

   SUBTEST AVG                                           100     100

MATH GOALS 1-7
 1A-RD/WRT NOS.                               3/3        100       +
 1D-ORDER NOS.                                2/3         67       +
 1G-FACT & MULT                               1/4         25       -
 2B-PROPORTIONS                               3/4         75       +
 3B-EST MEASURE                               2/3         67       +
 3E-APPLY SYSTEM                              0/3          0       -
 4A-EXP,EQU,><                                2/4         50       P
 5A-ID SIMP FIGS                              2/3         67       +
 5D-PYTHAGOREAN                               3/3        100       +
 6A-INTERP DATA                               3/3        100       +
 6D-PROBABILITY                               2/3         67       +
 7A-ROUND NUMS.                               3/4         75       +

   SUBTEST AVG                                            65      75

TOTAL AVG                                                 58      60


+=MASTERED                  BATCH 910073-54         ID NUMBER
P=PARTIALLY MASTERED        TEST DATE: 04/22/91     CODED INFO RMT.L.....
-=NOT MASTERED              RUN DATE:  09/09/91     PAGE  1
```

REGIONAL SUPT
TP SAMPLE SCHOOL
GRADE 8

BUILDING OBJECTIVE REPORT

LOCAL AS
LEVEL 8
TOTAL SC

IDENTIFICATION CODES

001 INCOMING FRESHMEN

OBJECTIVES	001	BLD
SPEAKING G4		
4A-CLR&EXP SPK	93	93
4B-ORGANIZATION	88	88
4C-USE SUPPORT	88	88
4DE-APPROP LANG	89	89
SUBTEST AVG	89	89
MATH GOALS 1-7		
1A-RD/WRT NOS.	82	82
1D-ORDER NOS.	78	78
1G-FACT & MULT	45	45
2B-PROPORTIONS	67	67
3B-EST MEASURE	45	45
3E-APPLY SYSTEM	51	51
4A-EXP,EQU,><	38	38
5A-ID SIMP FIGS	49	49
5D-PYTHAGOREAN	35	35
6A-INTERP DATA	93	93
6D-PROBABILITY	51	51
7A-ROUND NUMS.	40	40
SUBTEST AVG	56	56
TOTAL TEST AVG	61	61
STUDENT COUNT	57	57

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PERCENT OF OBJECTIVES MASTERED

BATCH 910073
TEST DATE: 04/22/91
RUN DATE: 09/09/91

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REGIONAL SUPT
TP SAMPLE SCHOOL
GRADE 8

BUILDING OBJECTIVE REPORT

LOCAL A
LEVEL 8
TOTAL SC

IDENTIFICATION CODES

001 INCOMING FRESHMEN

OBJECTIVES	001	BLD
READING G1		
A1 LOCATE INFO	44	44
A2 REMEM. INFO	83	83
A3 SUMM IDEAS	50	50
RECOG & SUMM	59	59
B1 PREDICT PRI	35	35
B2 PRED DURING	50	50
B3 QUEST AFTER	81	81
QUEST & PREDIC	56	56
C1 USTAND REAS	54	54
C2 APPROP TEXTS	56	56
READING PURPOS	55	55
D1 USTAND DIFF	46	46
D2 ADJUST STRAT	57	57
SENSE DIFFIC.	52	52
E1 MAKE INFER	30	30
E2 EXP RATIONAL	81	81
USE INFERENCE	56	56
F1 ANALYZE INFO	56	56
G1 VERIFY ANSW	44	44
SUBTEST AVG	55	55
LITERATURE G5		
5AB-LIT TYPES	61	61
5C-OTHER COUNTR	49	49
5D-HIST. PERIOD	12	12
5E-VALUE SYST.	44	44
5F-ELEMENTS	44	44
5G-FIG. LANGUAG	14	14
5H-THEME/LIFE	28	28
5I-SYM,ALL,MYTH	39	39
5J-FORM OPINION	88	88
SUBTEST AVG	42	42
LISTENING G2		
2A-SUMM MEANING	96	96
2B-SEQ/IDEAS	96	96
2C-MAKE INFEREN	69	69
2D-ID PURPOSES	94	94
2E-ADAPT/PERSP.	81	81
SUBTEST AVG	87	87
WRITING G3		
3A-APPROP.LANG	81	81
3B-FOCUS/IDEA	86	86
3C-DESCR DETAIL	75	75
3D-ORGANIZ/IDEA	72	72
3EF-CONV.ENGL.	95	95
SUBTEST AVG	82	82

PERCENT OF OBJECTIVES MASTERED

BATCH 910073
TEST DATE: 04/22/91
RUN DATE: 09/09/91

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REGIONAL SUPT
TP SAMPLE SCHOOL
GRADE 8

BUILDING OBJECTIVE REPORT

LOCAL A
LEVEL
TECH PR

IDENTIFICATION CODES

001 INCOMING FRESHMEN

OBJECTIVES	001	BLD
READING G1		
A1 LOCATE INFO	43	43
A2 REMEM. INFO	82	82
A3 SUMM IDEAS	43	43
RECOG & SUMM	56	56
B1 PREDICT PRI	25	25
B2 PRED DURING	36	36
B3 QUEST AFTER	79	79
QUEST & PREDIC	46	46
C1 USTAND REAS	50	50
C2 APPROP TEXTS	54	54
READING PURPOS	52	52
D1 USTAND DIFF	43	43
D2 ADJUST STRAT	57	57
SENSE DIFFIC.	50	50
E1 MAKE INFER	25	25
E2 EXP RATIONAL	79	79
USE INFERENCE	52	52
F1 ANALYZE INFO	50	50
G1 VERIFY ANSW	43	43
SUBTEST AVG	50	50
LITERATURE G5		
5AB-LIT TYPES	61	61
5C-OTHER COUNTR	48	48
5D-HIST. PERIOD	3	3
5E-VALUE SYST.	52	52
5F-ELEMENTS	39	39
5G-FIG. LANGUAG	6	6
5H-THEME/LIFE	32	32
5I-SYM,ALL,MYTH	42	42
5J-FORM OPINION	87	87
SUBTEST AVG	41	41
LISTENING G2		
2A-SUMM MEANING	96	96
2B-SEQ/IDEAS	96	96
2C-MAKE INFEREN	64	64
2D-ID PURPOSES	89	89
2E-ADAPT/PERSP.	79	79
SUBTEST AVG	85	85
WRITING G3		
3A-APPROP.LANG	84	84
3B-FOCUS/IDEA	87	87
3C-DESCR DETAIL	81	81
3D-ORGANIZ/IDEA	74	74
3EF-CONV.ENGL.	100	100
SUBTEST AVG	85	85

PERCENT OF OBJECTIVES MASTERED

BATCH 910073
TEST DATE: 04/22/91
RUN DATE: 09/09/91

REGIONAL SUPT
TP SAMPLE SCHOOL
GRADE 8

BUILDING OBJECTIVE REPORT

LOCAL ASSESSMENT
LEVEL 8 1
TECH PREP POOL

IDENTIFICATION CODES

001 INCOMING FRESHMEN

OBJECTIVES	001	BLD
SPEAKING G4		
4A-CLR&EXP SPK	90	90
4B-ORGANIZATION	87	87
4C-USE SUPPORT	87	87
4DE-APPROP LANG	84	84
SUBTEST AVG	87	87
MATH GOALS 1-7		
1A-RD/WRT NOS.	83	83
1D-ORDER NOS.	77	77
1G-FACT & MULT	40	40
2B-PROPORTIONS	67	67
3B-EST MEASURE	47	47
3E-APPLY SYSTEM	53	53
4A-EXP,EQU,><	27	27
5A-ID SIMP FIGS	47	47
5D-PYTHAGOREAN	37	37
6A-INTERP DATA	87	87
6D-PROBABILITY	50	50
7A-ROUND NUMS.	43	43
SUBTEST AVG	55	55
TOTAL TEST AVG	59	59
STUDENT COUNT	31	31

PERCENT OF OBJECTIVES MASTERED

BATCH 910073 748
TEST DATE: 04/22/91
RUN DATE: 09/09/91
PAGE 2

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OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
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Telephones: (618) 438-9711 & (618) 439-4493

12

TECH PREP

Serving Franklin County Regional Delivery System
Rend Lake Area Regional Delivery System and
Rend Lake College

MEETING FOR: **Rend Lake Area Regional Delivery System**
TECH PREP SITE COUNSELORS and other interested persons
from: Mt. Vernon High School and
Wayne City High School

DATE: **January 8, 1992**

TIME: **10:00 A.M. THROUGH A WORKING LUNCH**

LOCATION: **Mt. Vernon High School**
Building H, Room 119

FACILITATORS FOR COLLABORATION: **Betty Musgrave, TECH PREP Director**
Sally Cherry, Hamilton/Jefferson ESR's Test Scoring Center

PURPOSE OF MEETING:

1. **To review a draft and develop a process for selecting/admitting a TECH PREP Student from the Rend Lake Area Regional Delivery System into the *TECH PREP COURSE OF STUDY: TRAINING FOR AN INDUSTRIAL TECHNICIAN***
2. **To analyze local school's assessments in relation to TECH PREP students, applied academics and remediation**
3. **To discuss how all of this fits into the School Improvement Plan**
4. **To develop a plan for marketing the TECH PREP Course of Study for Training Industrial Technicians for your school**
5. **To review and develop a counselor training plan for your school and make recommendations to other RLRDS schools**
6. **To seek counselors input on "How to Make it Work in your School"**

PRINCIPALS: PLEASE CALL BETTY AT 438-9711 BY JAN. 6, WITH THE NUMBER OF PERSONS ATTENDING FROM YOUR SCHOOL

CC:
Dr. P.E. Cross
Dr. Pat Garrett
Don Sutton
Jim Shifflett
David Beehn
Carroll Turner
Dan Bullard
Ron Harper
Ron Wilson
Dr. Earl Jeffers
Sally Cherry

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
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BENTON, ILLINOIS 62812
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TECH PREP

Serving Franklin County Regional Delivery System
Rend Lake Area Regional Delivery System and
Rend Lake College

MEETING FOR:	**Rend Lake Area Regional Delivery System TECH PREP SITE COUNSELORS and other interested persons from: Mt. Vernon High School and Wayne City High School**
DATE:	**January 8, 1991**
TIME:	**10:00 A.M. THROUGH A WORKING LUNCH**
LOCATION:	**Mt. Vernon High School Building H, Room 119**
FACILITATORS FOR COLLABORATION:	**Betty Musgrave, TECH PREP Director Sally Cherry, Hamilton/Jefferson ESR's Test Scoring Center**

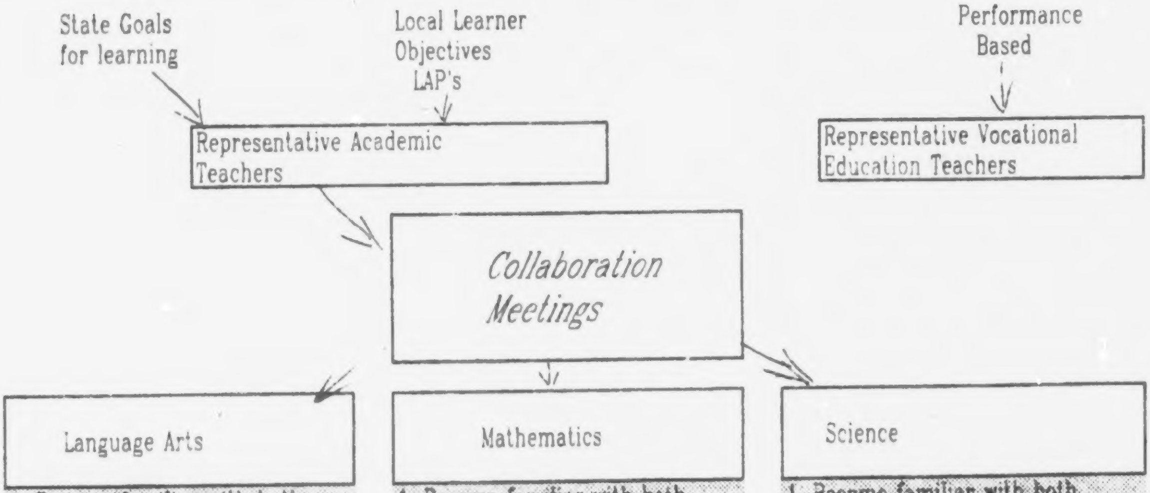
Attendance

Name	School	Title
Ron Harper	Mt Vernon	Counselor
Ron Wilson	Mt Vernon	Voc Counselor
Earl Jeffers	Mt Vernon	System Director, RLRDS
Tom Hayman	Mt Vernon	Counselor
Sally Cherry		ESR Assessment Center Specialist for Hamilton/Jefferson Counties
Betty Musgrave		T P Dir
Dan Bullard	Wayne City	Counselor

Draft

Tech Prep for Hamilton/Jefferson /Wayne Counties Delivery System

Development of a Model for Collaboration of State Goals for Learning, Assessments and Applied Academics



State Goals for learning

Local Learner Objectives LAP's

Performance Based

Representative Academic Teachers

Representative Vocational Education Teachers

Collaboration Meetings

Language Arts

Mathematics

Science

Language Arts

1. Become familiar with both LAP and Applied Communications
2. Scope and sequence local curriculum
3. Correlate scope and sequence with LAP's
4. Correlate Applied Academic materials with local LAP's
5. Correlate Applied Academic Test Items with LAP objectives
6. Assess Validity/Bias of Applied Academic test items
7. Assess Validity/Bias of local assessment instruments
8. Administer Assessment instruments
9. Score, report, track assessment data
10. Analyze assessment results for School Improvement Plan
11. Formulate SIP activities correlated to Item/Module/Objective/Activity

Mathematics

1. Become familiar with both LAP and Applied Mathematics
2. Scope and sequence local curriculum
3. Correlate scope and sequence with LAP's
4. Correlate Applied Academic materials with local LAP's
5. Correlate Applied Mathematics Test Items with LAP objectives
6. Identify Applied Mathematics Items for 1992 assessment
7. Assess Validity/Bias of Applied Academic test items
8. Assess Validity/Bias of local assessment instruments
9. Administer Assessment instruments
10. Score, report, track assessment data
11. Analyze assessment results for School Improvement Plan
12. Formulate SIP activities correlated to Item/Module/Objective/Activity

Science

1. Become familiar with both LAP and Applied Biology/Chemist and Principles of Technology
2. Scope and sequence local curriculum
3. Correlate scope and sequence with LAP's
4. Correlate Applied Academic materials with local LAP's
5. Correlate Applied Academic Test Items with LAP objectives
6. Assess Validity/Bias of Applied Academic test items
7. Assess Validity/Bias of local assessment instruments
8. Administer Assessment instruments
9. Score, report, track assessment data
10. Analyze assessment results for School Improvement Plan
11. Formulate SIP activities correlated to Item/Module/Objective/Activity

Note the following
FY92 Activities (All Sites)
#201 through Correlations Only

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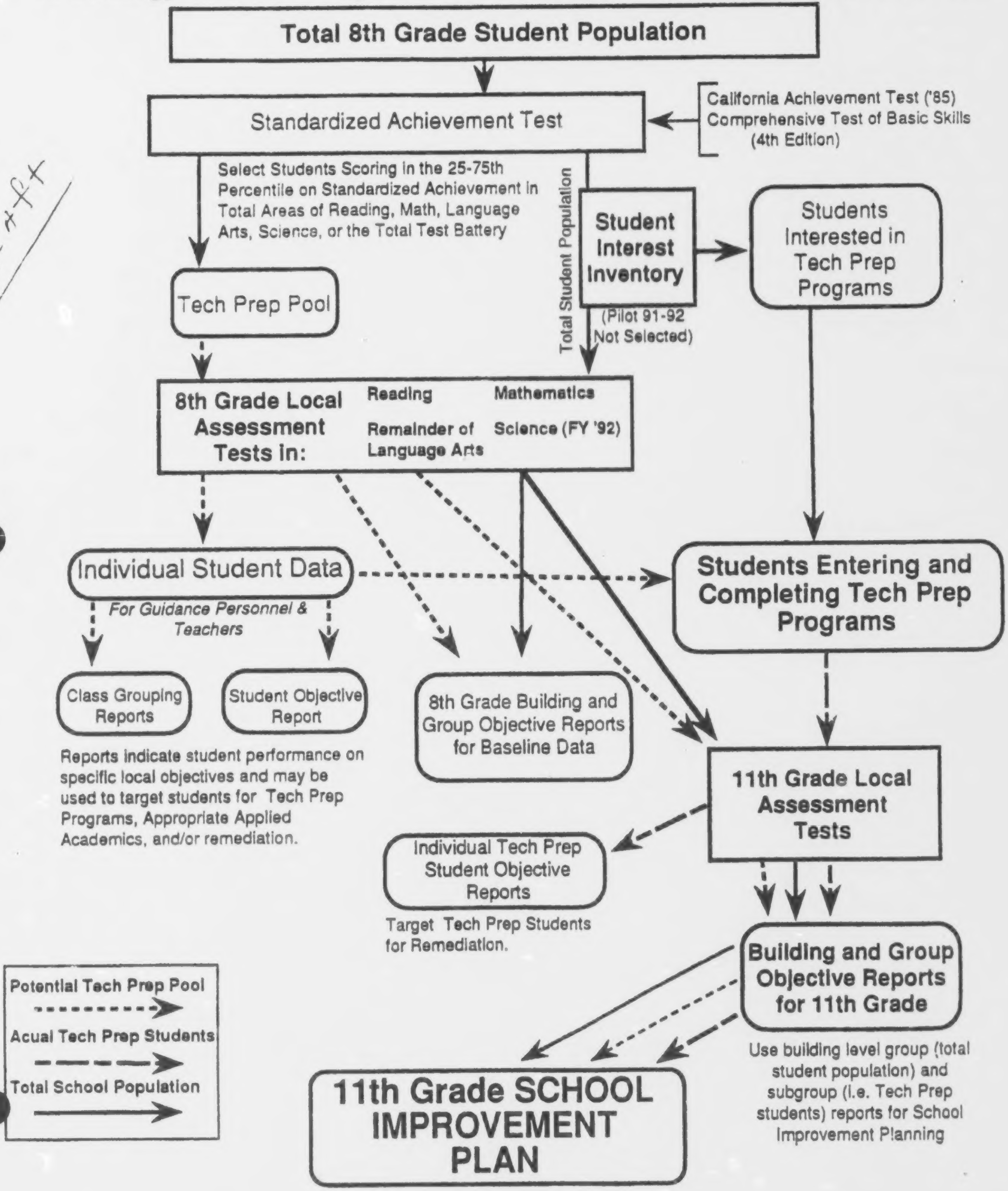
Tech Prep for the Rend Lake Area Regional Delivery System

Development of a Model for Collaboration of State Goals for Learning, Assessments and Applied Academics

A Strategy for Tech Prep Student Identification & School Improvement

Draft



Total 8th Grade Student Population
Standardized Achievement Test
California Achievement Test ('85)
Comprehensive Test of Basic Skills (4th Edition)
Total Student Population
Student Interest Inventory
(Pilot 91-92 Not Selected)
Students Interested in Tech Prep Programs
Tech Prep Pool
8th Grade Local Assessment Tests in:
Reading
Mathematics
Remainder of Language Arts
Science (FY '92)
Individual Student Data
For Guidance Personnel & Teachers
Students Entering and Completing Tech Prep Programs
Class Grouping Reports
Student Objective Report
8th Grade Building and Group Objective Reports for Baseline Data
11th Grade Local Assessment Tests
Individual Tech Prep Student Objective Reports
Building and Group Objective Reports for 11th Grade
11th Grade SCHOOL IMPROVEMENT PLAN
Potential Tech Prep Pool
Acual Tech Prep Students
Total School Population

Select Students Scoring in the 25-75th Percentile on Standardized Achievement in Total Areas of Reading, Math, Language Arts, Science, or the Total Test Battery

Reports indicate student performance on specific local objectives and may be used to target students for Tech Prep Programs, Appropriate Applied Academics, and/or remediation.

Target Tech Prep Students for Remediation.

Use building level group (total student population) and subgroup (i.e. Tech Prep students) reports for School Improvement Planning

Achievement & Local Assessment Test Results for Tech Prep Identification and School Improvement

The following reports can be used to assist in potential Tech Prep student identification:

A. Class List Report

This report lists achievelemt test data for the identified potential Tech Prep pool of students. This group is comprised of those who scored between the 25th and 75th percentile on their school's 8th grade achievement test total scores in the area(s) of Reading, Mathematics, language Arts, Science or Total Test score. The Total Test score includes Reading, Language and Mathematics.

B. Class Grouping Report

This report groups the students selected in the Tech Prep pool from their achievement test according to how they performed (mastery/partial mastery/non-mastery) on each objective of their 8th grade local assessment test.

C. Student Objective Report

This report shows each Tech Prep pool student's performance (mastery/partial/non-mastery) on their 8th grade local assessment test. This may be used for specific placement of a student according to individual strengths or weaknesses.

The following reports can be used to evaluate programs and to formulate School Improvement Plans:

D. Building Objective Report (Building)

E. Building Objective Report (Tech Prep Students)

This report summarizes group performance (Percent of student mastery) of each objective on the group's local assessment test. Comparison of reports for the entire building with that of Tech Prep styudnets may indicate strengths or weaknesses in the standard curriculum or Tech Prep curriculum.

STUDENT NAME STUDENT NO LVL SPECIAL CO FRM		VOC	RDG	SPL	CAP	PUN	USG	VIS MAT	REF MAT	MTH CON	MTH PBM	MTH CMP	LNG TOT	WRK TOT	MTH TOT	BAS BTR	T B'
BAILEY BILL	GE	6.7	8.6	7.0	8.6	9.6	8.1	9.8	8.3	8.7	8.8	8.6	8.3	9.0	8.7	7.8	8
14	NP	21	54	29	52	71	45	77	48	55	58	55	49	62	59	38	
RMT....... G	LP	17	65	26	62	72	51	80	59	67	74	50	50	70	72	31	
	OM	0	0	0	33	20	14	0	40	17	0	17					
BOOSTER JOANI	GE	8.9	5.3	9.3	7.6	7.2	7.2	8.1	6.9	8.7	6.9	9.0	7.8	7.5	8.2	7.9	7
14	NP	60	7	64	38	32	33	45	27	55	24	68	40	36	47	40	
.M........ G	LP	67	11	53	39	26	36	39	39	67	29	72	34	40	53	33	
	OM	20	0	20	0	0	0	0	20	17	0	17					
BRADLEY MICHA	GE	8.7	9.4	7.8	7.2	6.7	6.3	8.5	6.2	7.5	6.9	8.2	7.0	7.4	7.5	8.4	8
14	NP	55	68	41	33	26	22	52	18	31	24	45	28	34	32	51	
..T....... G	LP	56	75	38	34	19	24	55	24	34	29	34	26	39	28	55	
	OM	0	33	20	0	0	14	0	0	0	0	0					
BRAMBLES PAT	GE	7.8	6.7	6.4	6.2	9.1	5.7	8.1	5.2	7.1	6.5	8.5	6.8	6.6	7.4	7.1	7
14	NP	38	23	21	20	61	16	45	9	23	18	52	25	22	29	25	
...S...... G	LP	36	19	19	19	58	17	39	14	27	22	43	17	20	24	16	
	OM	0	0	0	0	20	0	0	0	0	0	33					
CLARK KENT	GE	6.4	6.7	9.3	8.1	8.9	5.7	8.5	5.2	8.2	8.3	7.8	8.0	6.8	8.1	7.6	7
14	NP	17	23	64	45	58	16	52	9	44	48	35	44	25	45	34	
.M........ G	LP	14	19	53	50	53	17	55	14	54	64	24	41	25	50	26	
	OM	0	0	20	17	20	0	0	20	17	0	17					
CRAWFORD JOAN	GE	7.6	10.6	6.4	9.5	7.6	7.5	9.4	8.8	7.7	7.5	8.6	7.8	9.1	7.9	8.1	8
14	NP	35	87	21	64	37	37	69	55	34	34	55	40	64	41	45	
.MT....... G	LP	29	94	19	77	29	45	74	72	40	45	50	34	72	43	38	
	OM	0	67	0	50	0	14	0	20	0	0	33					
DAWSON LANIE	GE	8.7	8.3	8.1	8.6	9.6	9.2	7.8	6.7	6.5	6.5	8.6	8.9	7.2	7.2	8.1	8
14	NP	55	48	45	52	71	60	40	24	14	18	55	59	31	25	45	
R.T....... G	LP	56	53	43	62	72	77	34	30	14	22	50	56	35	21	38	
	OM	0	0	20	0	20	43	0	0	0	0	33					
FURLONG JENNY	GE	7.6	7.3	9.6	8.6	8.6	9.0	8.3	8.5	8.2	9.2	8.8	9.0	8.4	8.7	8.3	8
14	NP	35	32	68	52	52	57	48	50	44	66	62	60	51	59	49	
.MT....... G	LP	29	29	58	62	48	72	45	64	54	84	65	62	57	72	45	
	OM	0	0	20	0	0	43	0	40	17	33	33					
GROOMS JAMES	GE	9.3	8.5	9.3	7.2	8.0	7.2	7.4	6.9	7.3	5.3	7.1	7.9	7.2	6.6	8.4	7
14	NP	68	52	64	33	43	33	33	27	27	7	19	42	31	14	51	
R.T....... G	LP	80	58	53	34	36	36	22	39	30	5	9	36	35	9	55	
	OM	20	0	20	0	0	14	0	0	17	0	0					
HARRISON BENJ	GE	8.9	7.6	8.1	9.9	7.6	5.2	9.0	6.9	8.5	8.1	9.2	7.7	8.0	8.6	8.3	8
14	NP	60	37	45	70	37	11	61	27	51	44	74	39	44	57	49	
.MTS...... G	LP	67	38	43	84	29	12	65	39	57	59	78	31	49	62	45	
	OM	20	0	20	17	0	0	0	20	0	0	50					
HENDERSON KEN	GE	8.9	8.6	10.8	10.6	9.6	9.5	8.5	8.3	8.2	8.6	9.0	10.1	8.4	8.6	9.2	8
14	NP	60	54	85	80	71	65	52	48	44	54	68	78	51	57	68	
RM.S...... G	LP	67	65	89	92	72	84	55	59	54	67	72	87	57	62	78	
	OM	20	0	80	67	40	29	0	40	17	0	67					
HOLCOMB SWEEP	GE	7.8	6.7	6.7	6.2	8.3	6.6	7.8	6.9	7.5	8.1	8.2	7.0	7.4	7.9	7.3	7
14	NP	38	23	25	20	47	26	40	27	31	44	45	28	34	41	28	
.M........ G	LP	36	19	23	19	41	26	34	39	34	59	34	26	39	43	17	
	OM	0	0	0	0	20	0	0	20	0	0	17					
HOUSTON TEXAS	GE	7.6	7.8	9.9	8.1	8.9	7.8	9.8	8.8	8.1	8.1	9.3	8.7	9.3	8.5	8.4	8
14	NP	35	40	72	45	58	41	77	55	42	44	77	55	67	54	51	
RMT....... G	LP	29	43	70	50	53	48	80	72	49	59	82	55	74	56	55	
	OM	0	0	60	17	20	0	50	20	0	0	67					

GE=GRADE EQUIV
LP=LOCAL %ILE

NP=NATIONAL %ILE
OM=OBJECTIVES MAST

BATCH 910011
TEST DATE: 02/01/91
RUN DATE: 09/09/91
PAGE 1

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EIGHTH GRADE

STUDENT NAME STUDENT NO LVL SPECIAL CO FRM		VOC	RDG	SPL	CAP	PUN	USG	VIS MAT	REF MAT	MTH CON	MTH PBM	MTH CMP	LNG TOT	WRK TOT	MTH TOT	BAS BTR	T B
JENNINGS WAYL	GE	7.8	7.6	9.9	7.2	9.6	10.3	7.6	6.9	7.1	9.0	8.5	9.2	7.2	8.2	8.4	8
14	NP	38	37	72	33	71	78	37	27	23	62	52	64	31	47	51	
.MTS...... G	LP	36	38	70	34	72	95	25	39	27	79	43	67	35	53	55	
	OM	0	0	40	0	40	57	0	20	0	33	17					
JOHNSON ANDRE	GE	8.9	9.1	10.8	9.5	12.1	10.3	8.5	8.8	8.7	8.3	9.2	10.7	8.6	8.7	9.4	9
14	NP	60	62	85	64	96	78	52	55	55	48	74	87	55	59	72	
.M.S...... G	LP	67	70	89	77	97	95	55	72	67	64	78	94	62	72	82	
	OM	20	0	80	17	60	43	0	40	0	0	50					
KEITH BRYAN	GE	8.1	8.6	6.1	8.1	6.3	6.9	9.4	7.2	9.2	7.5	8.5	6.8	8.3	8.4	7.8	8
14	NP	44	54	18	45	21	30	69	32	64	34	52	25	50	52	38	
RMTS...... G	LP	43	65	12	50	16	29	74	45	77	45	43	17	54	55	31	
	OM	0	0	0	33	0	14	0	20	33	0	33					
LINDSAY GEORG	GE	6.4	7.8	11.8	7.6	10.2	9.0	8.3	8.3	7.1	8.8	8.0	9.6	8.3	8.0	8.5	8
14	NP	17	40	95	38	80	57	48	48	23	58	40	71	50	43	53	
RMT....... G	LP	14	43	97	39	78	72	45	59	27	74	29	75	54	48	58	
	OM	0	0	100	17	20	29	0	20	0	33	33					
MITCHELL JAME	GE	9.3	9.9	7.8	9.5	10.6	8.4	9.6	8.5	9.0	7.8	9.4	9.1	9.0	8.7	8.9	9
14	NP	68	77	41	64	84	49	73	50	60	38	80	62	62	59	62	
.M........ G	LP	80	87	38	77	87	60	77	64	74	50	85	65	70	72	63	
	OM	20	0	0	17	40	14	0	40	33	0	67					
MORRIS PHILLI	GE	10.0	7.6	8.7	7.2	8.6	7.5	5.5	8.5	8.7	6.9	8.0	8.0	7.0	7.9	8.6	8
14	NP	81	37	54	33	52	37	10	50	55	24	40	44	28	41	55	
.MTS...... G	LP	95	38	48	34	48	45	9	64	67	29	29	41	29	43	60	
	OM	40	0	40	17	20	0	0	20	0	0	17					
PETERS ALICIA	GE	9.5	8.9	9.9	10.9	10.6	9.5	10.6	10.4	8.9	10.1	8.6	10.2	10.5	9.2	9.4	9
14	NP	72	59	72	84	84	65	89	83	59	85	55	80	88	70	72	
R......... G	LP	85	68	70	97	87	84	90	90	70	95	50	89	92	84	82	
	OM	20	0	40	33	40	29	50	60	17	67	17					
POE EDGAR A	GE	8.5	6.9	5.5	3.3	6.7	8.4	9.3	8.0	8.7	9.0	8.3	6.0	8.6	8.7	7.4	7
14	NP	51	26	13	1	26	49	66	43	55	62	48	15	55	59	30	
.M........ G	LP	50	24	11	2	19	60	70	52	67	79	38	12	62	72	23	
	OM	0	0	20	0	0	14	0	40	0	0	0					
SANDERS ROBER	GE	8.5	6.0	7.0	7.2	8.6	7.2	7.8	5.4	9.0	7.5	7.6	7.5	6.6	8.0	7.4	7
14	NP	51	14	29	33	52	33	40	10	60	34	30	36	22	43	30	
.M........ G	LP	50	12	26	34	48	36	34	17	74	45	17	29	20	48	23	
	OM	0	0	20	0	20	29	0	0	33	0	17					
SIMPSON MARGE	GE	8.7	8.5	10.8	9.5	10.6	9.2	8.3	9.5	9.6	7.5	8.7	10.0	8.9	8.6	9.2	8
14	NP	55	52	85	64	84	60	48	67	71	34	58	77	60	57	68	
RM........ G	LP	56	58	89	77	87	77	45	79	87	45	60	84	64	62	78	
	OM	20	0	60	17	40	0	0	60	50	0	17					
SMITH JOHN	GE	8.1	7.8	9.9	7.6	8.0	7.5	7.1	6.7	7.7	6.5	8.7	8.2	6.9	7.6	8.4	7
14	NP	44	40	72	38	43	37	29	24	34	18	58	47	26	34	51	
R......... G	LP	43	43	70	39	36	45	19	30	40	22	60	46	27	33	55	
	OM	20	0	60	0	0	29	0	20	0	0	17					
SPANN BILLY	GE	10.0	8.2	7.8	6.2	9.4	8.7	7.1	6.2	8.1	5.7	7.3	8.0	6.6	7.0	8.2	8
14	NP	81	47	41	20	67	53	29	18	42	10	23	44	22	21	47	
R.T....... G	LP	95	48	38	19	62	63	19	24	49	10	12	41	20	16	41	
	OM	40	0	40	0	20	14	0	0	17	0	17					
SWEENEY ANNA	GE	7.8	8.9	10.8	9.5	9.6	8.4	10.0	8.8	8.5	8.1	9.5	9.6	9.4	8.7	9.0	8
14	NP	38	59	85	64	71	49	81	55	51	44	83	71	69	59	64	
RM.S...... G	LP	36	68	89	77	72	60	85	72	57	59	87	75	77	72	70	
	OM	0	33	80	17	20	0	0	60	17	33	67					

GE=GRADE EQUIV
LP=LOCAL %ILE

NP=NATIONAL %ILE
OM=OBJECTIVES MAST

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SAMPLE TP BUILDING
GRADE 8

EIGHTH GRADE

TECH PREP POOL

STUDENT NAME SPECIAL	STUDENT NO LVL CO FRM		VOC	RDG	SPL	CAP	PUN	USG	VIS MAT	REF MAT	MTH CON	MTH PBM	MTH CMP	LNG TOT	WRK TOT	MTH TOT	BAS BTR	TO BT
TIMMONS TIM		GE	9.3	8.0	10.1	6.7	8.0	7.8	8.5	7.5	7.9	8.1	7.8	8.2	8.0	7.9	8.8	8.
	14	NP	68	44	75	26	43	41	52	36	38	44	35	47	44	41	60	5
RMT.......	G	LP	80	45	75	24	36	48	55	47	42	59	24	46	49	43	62	5
		OM	40	0	60	0	20	14	0	20	0	0	33					
UPTOWN SANDRA		GE	8.5	8.2	6.7	8.6	6.3	6.9	5.5	7.2	6.5	7.8	8.2	7.1	6.4	7.5	7.7	7.
	14	NP	51	47	25	52	21	30	10	32	14	38	45	30	19	32	36	3
R.........	G	LP	50	48	23	62	16	29	9	45	14	50	34	28	12	28	28	2
		OM	0	0	0	0	0	0	0	20	0	0	17					
WALKER JEREMY		GE	9.6	8.3	7.8	9.5	8.0	7.2	7.6	6.7	7.7	7.5	7.8	8.1	7.2	7.7	8.4	8.
	14	NP	74	48	41	64	43	33	37	24	34	34	35	45	31	36	51	4
R.T.......	G	LP	87	53	38	77	36	36	25	30	40	45	24	43	35	34	55	5
		OM	40	0	20	17	0	0	0	20	0	0	17					
WELLS PAULA		GE	8.7	8.5	7.8	9.9	9.4	7.5	8.7	7.2	8.1	7.8	8.0	8.6	8.0	8.0	8.2	8.
	14	NP	55	52	41	70	67	37	55	32	42	38	40	54	44	43	47	5
RMT.......	G	LP	56	58	38	84	62	45	59	45	49	50	29	53	49	48	41	6
		OM	0	0	20	17	20	14	0	20	0	0	0					
WILLIAMS DANN		GE	9.5	8.3	11.3	10.6	8.6	7.5	8.5	8.8	9.6	8.3	9.2	9.5	8.6	9.0	9.5	9.
	14	NP	72	48	91	80	52	37	52	55	71	48	74	69	55	66	74	6
R.........	G	LP	85	53	94	92	48	45	55	72	87	64	78	72	62	78	84	7
		OM	40	0	100	50	0	14	0	40	50	0	50					
WORTHY SONJA		GE	9.5	8.6	10.6	9.1	9.1	9.0	9.0	9.0	7.3	7.5	8.7	9.4	9.0	7.8	9.1	8.
	14	NP	72	54	83	58	61	57	61	58	27	34	58	67	62	39	66	6
R..S......	G	LP	85	65	80	67	58	72	65	75	30	45	60	70	70	36	75	6
		OM	0	0	60	33	20	14	0	40	0	0	33					
MEDIAN SCORES																		
NUMBER RIGHT			23	29	24	15	18	22	24	23	22	14	23	78	48	57	131	23
SCALE SCORE			165	160	168	162	167	155	162	151	160	156	165	160	159	159	162	15
GRADE EQUIV			8.6	8.2	8.8	8.3	8.8	7.7	8.4	7.4	8.2	7.8	8.5	8.2	8.1	8.1	8.4	8.
NATIONAL %ILE			54	47	56	48	56	40	50	35	43	39	53	47	45	44	50	4
NORMAL CURVE			52	48	54	49	53	44	50	42	46	44	52	48	47	47	50	4
STUDENT COUNT			32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	3

GE=GRADE EQUIV
LP=LOCAL %ILE

NP=NATIONAL %ILE
OM=OBJECTIVES MAST

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TP SAMPLE SCHOOL
GRADE 8
MATH GOALS 1-7

INCOMING FRESHMEN

LEVEL 8 1
TECH PREP POOL
STUDENT COUNT= 30

1A-RD/WRT NOS.:

MASTERY LEVEL (83% OF CLASS)

BAILEY BILL
BOOSTER JOANIE
BRAMBLES PAT
CLARK KENT
CRAWFORD JOAN
FURLOG JENNIFER
GROOMS JAMES
HARRISON BENJAMIN
HENDERSON KENTUCKY
HOUSTON TEXAS
JENNINGS WAYLA
JOHNSON ANDREA
KEITH BRYAN
MITCHELL JOHN
PETERS ALICIA
POE EDGAR A
SANDERS ROBERT
SIMPSON MARGE
SMITH JOHN
SPANN BILLY
SWEETNEY ANNA
WALKER JEREMY
WELLS PAULA
WILLIAMS DANNY
WORTHY SARAH

NON MASTERY LEVEL (17% OF CLASS)

DAWSON LANIE
HOLCOMB SWEEPS
LINDSAY GEORGIA
TIMMONS TIM
UPTOWN SANDY

1D-ORDER NOS.:

MASTERY LEVEL (77% OF CLASS)

BAILEY BILL
BRAMBLES PAT
CLARK KENT
CRAWFORD JOAN
HARRISON BENJAMIN
HENDERSON KENTUCKY
HOLCOMB SWEEPS
HOUSTON TEXAS
JENNINGS WAYLA
JOHNSON ANDREA
KEITH BRYAN
LINDSAY GEORGIA
MITCHELL JOHN
PETERS ALICIA
SANDERS ROBERT
SIMPSON MARGE
SMITH JOHN
SPANN BILLY
SWEETNEY ANNA
UPTOWN SANDY
WALKER JEREMY
WELLS PAULA
WORTHY SARAH

NON MASTERY LEVEL (23% OF CLASS)

BOOSTER JOANIE
DAWSON LANIE
FURLOG JENNIFER
GROOMS JAMES
POE EDGAR A
TIMMONS TIM
WILLIAMS DANNY

1G-FACT & MULT:

MASTERY LEVEL (40% OF CLASS)

BRAMBLES PAT
CRAWFORD JOAN
FURLOG JENNIFER
HOLCOMB SWEEPS
JOHNSON ANDREA
KEITH BRYAN
LINDSAY GEORGIA
MITCHELL JOHN
PETERS ALICIA
SWEETNEY ANNA
TIMMONS TIM
WELLS PAULA

PARTIAL MASTERY LEVEL (43% OF CLASS)

BOOSTER JOANIE
CLARK KENT
DAWSON LANIE
GROOMS JAMES
HARRISON BENJAMIN
HENDERSON KENTUCKY
JENNINGS WAYLA
POE EDGAR A
SIMPSON MARGE
SMITH JOHN
SPANN BILLY
UPTOWN SANDY
WORTHY SARAH

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REGIONAL SUPT                                                  LOCAL ASSESSMENT
TP SAMPLE SCHOOL                                               LEVEL  8 1
GRADE  8                    INCOMING FRESHMEN                  TECH PREP POOL
MATH GOALS 1-7                                                 STUDENT COUNT= 3

1G-FACT & MULT:
 NON MASTERY LEVEL (17% OF CLASS)
  BAILEY BILL          HOUSTON TEXAS        SANDERS ROBERT       WALKER JEREMY
  WILLIAMS DANNY

2B-PROPORTIONS:
 MASTERY LEVEL (67% OF CLASS)
  BAILEY BILL          CLARK KENT           CRAWFORD JOAN        FURLOG JENNIFER
  GROOMS JAMES         HENDERSON KENTUCKY   HOUSTON TEXAS        JENNINGS WAYLA
  JOHNSON ANDREA       KEITH BRYAN          LINDSAY GEORGIA      MITCHELL JOHN
  PETERS ALICIA        POE EDGAR A          SIMPSON MARGE        SWEETNEY ANNA
  UPTOWN SANDY         WELLS PAULA          WILLIAMS DANNY       WORTHY SARAH

 PARTIAL MASTERY LEVEL (23% OF CLASS)
  BOOSTER JOANIE       BRAMBLES PAT         DAWSON LANIE         HARRISON BENJAMI
  HOLCOMB SWEEPS       SANDERS ROBERT       SMITH JOHN

 NON MASTERY LEVEL (10% OF CLASS)
  SPANN BILLY          TIMMONS TIM          WALKER JEREMY

3B-EST MEASURE:
 MASTERY LEVEL (47% OF CLASS)
  BAILEY BILL          CLARK KENT           CRAWFORD JOAN        GROOMS JAMES
  HARRISON BENJAMIN    HOUSTON TEXAS        JOHNSON ANDREA       KEITH BRYAN
  LINDSAY GEORGIA      MITCHELL JOHN        PETERS ALICIA        TIMMONS TIM
  WALKER JEREMY        WELLS PAULA

 NON MASTERY LEVEL (53% OF CLASS)
  BOOSTER JOANIE       BRAMBLES PAT         DAWSON LANIE         FURLOG JENNIFER
  HENDERSON KENTUCKY   HOLCOMB SWEEPS       JENNINGS WAYLA       POE EDGAR A
  SANDERS ROBERT       SIMPSON MARGE        SMITH JOHN           SPANN BILLY
  SWEETNEY ANNA        UPTOWN SANDY         WILLIAMS DANNY       WORTHY SARAH

3E-APPLY SYSTEM:
 MASTERY LEVEL (53% OF CLASS)
  BOOSTER JOANIE       CLARK KENT           FURLOG JENNIFER      GROOMS JAMES
  HOLCOMB SWEEPS       HOUSTON TEXAS        JOHNSON ANDREA       KEITH BRYAN
  MITCHELL JOHN        PETERS ALICIA        POE EDGAR A          SIMPSON MARGE
  SMITH JOHN           SPANN BILLY          SWEETNEY ANNA        WALKER JEREMY

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REGIONAL SUPT                                                     LOCAL ASSESSMENT
TP SAMPLE SCHOOL                                                  LEVEL  8 1
GRADE  8                    INCOMING FRESHMEN                     TECH PREP POOL
MATH GOALS 1-7                                                    STUDENT COUNT= 30


E-APPLY SYSTEM:


 NON MASTERY LEVEL (47% OF CLASS)

  BAILEY BILL            BRAMBLES PAT          CRAWFORD JOAN          DAWSON LANIE
  HARRISON BENJAMIN      HENDERSON KENTUCKY    JENNINGS WAYLA         LINDSAY GEORGIA
  SANDERS ROBERT         TIMMONS TIM           UPTOWN SANDY           WELLS PAULA
  WILLIAMS DANNY         WORTHY SARAH


4A-EXP,EQU,><:
 MASTERY LEVEL (27% OF CLASS)

  BRAMBLES PAT           HARRISON BENJAMIN     HENDERSON KENTUCKY     HOUSTON TEXAS
  JOHNSON ANDREA         LINDSAY GEORGIA       PETERS ALICIA          SIMPSON MARGE


 PARTIAL MASTERY LEVEL (43% OF CLASS)

  BAILEY BILL            CLARK KENT            CRAWFORD JOAN          FURLOG JENNIFER
  GROOMS JAMES           HOLCOMB SWEEPS        JENNINGS WAYLA         SANDERS ROBERT
  SMITH JOHN             SPANN BILLY           SWEETNEY ANNA          WALKER JEREMY
  WELLS PAULA


 NON MASTERY LEVEL (30% OF CLASS)

  BOOSTER JOANIE         DAWSON LANIE          KEITH BRYAN            MITCHELL JOHN
  POE EDGAR A            TIMMONS TIM           UPTOWN SANDY           WILLIAMS DANNY
  WORTHY SARAH


5A-ID SIMP FIGS:
 MASTERY LEVEL (47% OF CLASS)

  BAILEY BILL            CRAWFORD JOAN         HARRISON BENJAMIN      HOUSTON TEXAS
  JENNINGS WAYLA         KEITH BRYAN           LINDSAY GEORGIA        MITCHELL JOHN
  PETERS ALICIA          SANDERS ROBERT        SIMPSON MARGE          SWEETNEY ANNA
  WILLIAMS DANNY         WORTHY SARAH


 NON MASTERY LEVEL (53% OF CLASS)

  BOOSTER JOANIE         BRAMBLES PAT          CLARK KENT             DAWSON LANIE
  FURLOG JENNIFER        GROOMS JAMES          HENDERSON KENTUCKY     HOLCOMB SWEEPS
  JOHNSON ANDREA         POE EDGAR A           SMITH JOHN             SPANN BILLY
  TIMMONS TIM            UPTOWN SANDY          WALKER JEREMY          WELLS PAULA




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REGIONAL SUPT                                                        LOCAL ASSESSMENT
TP SAMPLE SCHOOL                                                     LEVEL  8 1
GRADE  8                          INCOMING FRESHMEN                  TECH PREP POOL
MATH GOALS 1-7                                                       STUDENT COUNT= 30

6D-PYTHAGOREAN:

 MASTERY LEVEL (37% OF CLASS)

  BAILEY BILL          BRAMBLES PAT         DAWSON LANIE         GROOMS JAMES
  LINDSAY GEORGIA      PETERS ALICIA        SANDERS ROBERT       SMITH JOHN
  SWEETNEY ANNA        UPTOWN SANDY         WELLS PAULA

 NON MASTERY LEVEL (63% OF CLASS)

  BOOSTER JOANIE       CLARK KENT           CRAWFORD JOAN        FURLOG JENNIFER
  HARRISON BENJAMIN    HENDERSON KENTUCKY   HOLCOMB SWEEPS       HOUSTON TEXAS
  JENNINGS WAYLA       JOHNSON ANDREA       KEITH BRYAN          MITCHELL JOHN
  POE EDGAR A          SIMPSON MARGE        SPANN BILLY          TIMMONS TIM
  WALKER JEREMY        WILLIAMS DANNY       WORTHY SARAH

6A-INTERP DATA:

 MASTERY LEVEL (87% OF CLASS)

  BAILEY BILL          BOOSTER JOANIE       CLARK KENT           CRAWFORD JOAN
  DAWSON LANIE         FURLOG JENNIFER      GROOMS JAMES         HARRISON BENJAMI
  HENDERSON KENTUCKY   HOUSTON TEXAS        JOHNSON ANDREA       KEITH BRYAN
  LINDSAY GEORGIA      MITCHELL JOHN        PETERS ALICIA        SANDERS ROBERT
  SIMPSON MARGE        SMITH JOHN           SPANN BILLY          SWEETNEY ANNA
  TIMMONS TIM          UPTOWN SANDY         WALKER JEREMY        WELLS PAULA
  WILLIAMS DANNY       WORTHY SARAH

 NON MASTERY LEVEL (13% OF CLASS)

  BRAMBLES PAT         HOLCOMB SWEEPS       JENNINGS WAYLA       POE EDGAR A

6D-PROBABILITY:

 MASTERY LEVEL (50% OF CLASS)

  BAILEY BILL          DAWSON LANIE         FURLOG JENNIFER      HOUSTON TEXAS
  MITCHELL JOHN        PETERS ALICIA        POE EDGAR A          SANDERS ROBERT
  SMITH JOHN           SPANN BILLY          SWEETNEY ANNA        TIMMONS TIM
  WELLS PAULA          WILLIAMS DANNY       WORTHY SARAH

 NON MASTERY LEVEL (50% OF CLASS)

  BOOSTER JOANIE       BRAMBLES PAT         CLARK KENT           CRAWFORD JOAN
  GROOMS JAMES         HARRISON BENJAMIN    HENDERSON KENTUCKY   HOLCOMB SWEEPS
  JENNINGS WAYLA       JOHNSON ANDREA       KEITH BRYAN          LINDSAY GEORGIA
  SIMPSON MARGE        UPTOWN SANDY         WALKER JEREMY


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CLASS GROUPING REPORT

REGIONAL SUPT
TP SAMPLE SCHOOL
GRADE 8
MATH GOALS 1-7

INCOMING FRESHMEN

LOCAL ASSESSMENT
LEVEL 8 1
TECH PREP POOL
STUDENT COUNT= 30

7A-ROUND NUMS.:

MASTERY LEVEL (43% OF CLASS)

BAILEY BILL
BRAMBLES PAT
CLARK KENT
CRAWFORD JOAN
GROOMS JAMES
LINDSAY GEORGIA
PETERS ALICIA
SANDERS ROBERT
SMITH JOHN
SPANN BILLY
TIMMONS TIM
WELLS PAULA
WILLIAMS DANNY

PARTIAL MASTERY LEVEL (23% OF CLASS)

DAWSON LANIE
FURLOG JENNIFER
HENDERSON KENTUCKY
KEITH BRYAN
MITCHELL JOHN
SIMPSON MARGE
SWEETNEY ANNA

NON MASTERY LEVEL (33% OF CLASS)

BOOSTER JOANIE
HARRISON BENJAMIN
HOLCOMB SWEEPS
HOUSTON TEXAS
JENNINGS WAYLA
JOHNSON ANDREA
POE EDGAR A
UPTOWN SANDY
WALKER JEREMY
WORTHY SARAH

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REGIONAL SUPT
INCOMING FRESHMEN
TP SAMPLE SCHOOL
GRADE 8

BOOSTER JOANIE

LOCAL ASSESSMENT
LEVEL 8 1
TECH PREP POOL
AGE 14-02

OBJECTIVE	RIGHT POSSIBLE	% RIGHT	MST LVL
READING G1			
A1 LOCATE INFO	1/3	33	-
A2 REMEM. INFO	4/6	67	+
A3 SUMM IDEAS	2/3	67	+
RECOG & SUMM	7/12	58	67
B1 PREDICT PRI	1/4	25	-
B2 PRED DURING	1/3	33	-
B3 QUEST AFTER	1/2	50	+
QUEST & PREDICT	3/9	33	33
C1 USTAND REAS	0/1	0	-
C2 APPROP TEXTS	2/3	67	+
READING PURPOSE	2/4	50	50
D1 USTAND DIFF	1/4	25	-
D2 ADJUST STRAT	1/6	17	-
SENSE DIFFIC.	2/10	20	0
E1 MAKE INFER	3/11	27	-
E2 EXP RATIONAL	1/2	50	+
USE INFERENCE	4/13	31	50
F1 ANALYZE INFO	2/5	40	-
G1 VERIFY ANSW	1/3	33	-
SUBTEST AVG		38	36
LITERATURE G5			
5AB-LIT TYPES	4/6	67	+
5C-OTHER COUNTR	1/4	25	-
5D-HIST. PERIOD	0/4	0	-
[illegible]VALUE SYST.	1/4	25	-
5F-ELEMENTS	1/4	25	-
5G-FIG. LANGUAG	1/6	17	-
5H-THEME/LIFE	1/4	25	-
5I-SYM,ALL,MYTH	1/4	25	-
5J-FORM OPINION	1/1	100	+
SUBTEST AVG		30	22
LISTENING G2			
2A-SUMM MEANING	4/5	80	+
2B-SEQ/IDEAS	4/4	100	+
2C-MAKE INFEREN	4/7	57	P
2D-ID PURPOSES	2/2	100	+
2E-ADAPT/PERSP.	0/2	0	-
SUBTEST AVG		70	60
WRITING G3			
3A-APPROP.LANG	1/1	100	+
3B-FOCUS/IDEA	1/1	100	+
3C-DESCR DETAIL	1/1	100	+
3D-ORGANIZ/IDEA	1/1	100	+
3EF-CONV.ENGL.	1/1	100	+
SUBTEST AVG		100	100
SPEAKING G4			
4A-CLR&EXP SPK	1/1	100	+
4B-ORGANIZATION	1/1	100	+

OBJECTIVE	RIGHT POSSIBLE	% RIGHT	MST LVL
SPEAKING G4			
4C-USE SUPPORT	1/1	100	+
4DE-APPROP LANG	1/1	100	+
SUBTEST AVG		100	100
MATH GOALS 1-7			
1A-RD/WRT NOS.	3/3	100	+
1D-ORDER NOS.	1/3	33	-
1G-FACT & MULT	2/4	50	P
2B-PROPORTIONS	2/4	50	P
3B-EST MEASURE	1/3	33	-
3E-APPLY SYSTEM	3/3	100	+
4A-EXP,EQU,><	1/4	25	-
5A-ID SIMP FIGS	1/3	33	-
5D-PYTHAGOREAN	0/3	0	-
6A-INTERP DATA	2/3	67	+
6D-PROBABILITY	1/3	33	-
7A-ROUND NUMS.	1/4	25	-
SUBTEST AVG		45	25
TOTAL AVG		45	45

+=MASTERED

BATCH 910073-21

ID NUMBER .. 8.

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REGIONAL SUPT                                                      LOCAL ASSESSMENT
INCOMING FRESHMEN                                                  LEVEL  8 1
TP SAMPLE SCHOOL                BAILEY BILL                        TECH PREP POOL
GRADE  8                                                           AGE  14-11

 OBJECTIVE                                RIGHT      %      MST
                                        POSSIBLE   RIGHT    LVL

LITERATURE G5
 5AB-LIT TYPES                             2/6       33      -
 5C-OTHER COUNTR                           4/4      100      +
 5D-HIST. PERIOD                           0/4        0      -
 5E-VALUE SYST.                            2/4       50      P
 5F-ELEMENTS                               1/4       25      -
 5G-FIG. LANGUAG                           5/6       83      +
 5H-THEME/LIFE                             3/4       75      +
 5I-SYM.ALL.MYTH                           1/4       25      -
 5J-FORM OPINION                           1/1      100      +

   SUBTEST AVG                                       51     44

WRITING G3
 3A-APPROP.LANG                            0/1        0      -
 3B-FOCUS/IDEA                             0/1        0      -
 3C-DESCR DETAIL                           0/1        0      -
 3D-ORGANIZ/IDEA                           0/1        0      -
 3EF-CONV.ENGL.                            1/1      100      +

   SUBTEST AVG                                       20     20

SPEAKING G4
 4A-CLR&EXP SPK                            1/1      100      +
 4B-ORGANIZATION                           1/1      100      +
 4C-USE SUPPORT                            1/1      100      +
 4DE-APPROP LANG                           1/1      100      +

   SUBTEST AVG                                      100    100

MATH GOALS 1-7
 1A-RD/WRT NOS.                            3/3      100      +
  D-ORDER NOS.                             2/3       67      +
 1G-FACT & MULT                            1/4       25      -
 2B-PROPORTIONS                            3/4       75      +
 3B-EST MEASURE                            2/3       67      +
 3E-APPLY SYSTEM                           0/3        0      -
 4A-EXP,EQU,><                             2/4       50      P
 5A-ID SIMP FIGS                           2/3       67      +
 5D-PYTHAGOREAN                            3/3      100      +
 6A-INTERP DATA                            3/3      100      +
 6D-PROBABILITY                            2/3       67      +
 7A-ROUND NUMS.                            3/4       75      +

   SUBTEST AVG                                       65     75

TOTAL AVG                                            58     60


+=MASTERED                BATCH 910073-54        ID NUMBER
P=PARTIALLY MASTERED      TEST DATE: 04/22/91    CODED INFO RMT.L.....
-=NOT MASTERED            RUN DATE:  09/09/91    PAGE  1
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REGIONAL SUPT
TP SAMPLE SCHOOL
GRADE 8

BUILDING OBJECTIVE REPORT

LOCAL
LEVEL
TECH

IDENTIFICATION CODES

001 INCOMING FRESHMEN

OBJECTIVES	001	BLD
READING G1		
A1 LOCATE INFO	43	43
A2 REMEM. INFO	82	82
A3 SUMM IDEAS	43	43
RECOG & SUMM	56	56
B1 PREDICT PRI	25	25
B2 PRED DURING	36	36
B3 QUEST AFTER	79	79
QUEST & PREDIC	46	46
C1 USTAND REAS	50	50
C2 APPROP TEXTS	54	54
READING PURPOS	52	52
D1 USTAND DIFF	43	43
D2 ADJUST STRAT	57	57
SENSE DIFFIC.	50	50
E1 MAKE INFER	25	25
E2 EXP RATIONAL	79	79
USE INFERENCE	52	52
F1 ANALYZE INFO	50	50
G1 VERIFY ANSW	43	43
SUBTEST AVG	50	50
LITERATURE G5		
5AB-LIT TYPES	61	61
5C-OTHER COUNTR	48	48
5D-HIST. PERIOD	3	3
5E-VALUE SYST.	52	52
5F-ELEMENTS	39	39
5G-FIG. LANGUAG	6	6
5H-THEME/LIFE	32	32
5I-SYM,ALL,MYTH	42	42
5J-FORM OPINION	87	87
SUBTEST AVG	41	41
LISTENING G2		
2A-SUMM MEANING	96	96
2B-SEQ/IDEAS	96	96
2C-MAKE INFEREN	64	64
2D-ID PURPOSES	89	89
2E-ADAPT/PERSP.	79	79
SUBTEST AVG	85	85
WRITING G3		
3A-APPROP.LANG	84	84
3B-FOCUS/IDEA	87	87
3C-DESCR DETAIL	81	81
3D-ORGANIZ/IDEA	74	74
3EF-CONV.ENGL.	100	100
SUBTEST AVG	85	85

PERCENT OF OBJECTIVES MASTERED

BATCH 910073
TEST DATE: 04/22/91
RUN DATE: 09/09/91

REGIONAL SUPT
TP SAMPLE SCHOOL
GRADE 8

BUILDING OBJECTIVE REPORT

LOCAL
LEVEL
TOTAL

IDENTIFICATION CODES

001 INCOMING FRESHMEN

OBJECTIVES	001	BLD
SPEAKING G4		
4A-CLR&EXP SPK	93	93
4B-ORGANIZATION	88	88
4C-USE SUPPORT	88	88
4DE-APPROP LANG	89	89
SUBTEST AVG	89	89
MATH GOALS 1-7		
1A-RD/WRT NOS.	82	82
1D-ORDER NOS.	78	78
1G-FACT & MULT	45	45
2B-PROPORTIONS	67	67
3B-EST MEASURE	45	45
3E-APPLY SYSTEM	51	51
4A-EXP,EQU,><	38	38
5A-ID SIMP FIGS	49	49
5D-PYTHAGOREAN	35	35
6A-INTERP DATA	93	93
6D-PROBABILITY	51	51
7A-ROUND NUMS.	40	40
SUBTEST AVG	56	56
TOTAL TEST AVG	61	61
STUDENT COUNT	57	57

PERCENT OF OBJECTIVES MASTERED

BATCH 910073
TEST DATE: 04/22/91
RUN DATE: 09/09/91

TP SAMPLE SCHOOL
GRADE 8

BUILDING OBJECTIVE REPORT

LEVEL 8 1
TECH PREP POOL

IDENTIFICATION CODES

001 INCOMING FRESHMEN

OBJECTIVES	001	BLD
SPEAKING G4		
4A-CLR&EXP SPK	90	90
4B-ORGANIZATION	87	87
4C-USE SUPPORT	87	87
4DE-APPROP LANG	84	84
SUBTEST AVG	87	87
MATH GOALS 1-7		
1A-RD/WRT NOS.	83	83
1D-ORDER NOS.	77	77
1G-FACT & MULT	40	40
2B-PROPORTIONS	67	67
3B-EST MEASURE	47	47
3E-APPLY SYSTEM	53	53
4A-EXP,EQU,><	27	27
5A-ID SIMP FIGS	47	47
5D-PYTHAGOREAN	37	37
6A-INTERP DATA	87	87
6D-PROBABILITY	50	50
7A-ROUND NUMS.	43	43
SUBTEST AVG	55	55
TOTAL TEST AVG	59	59
STUDENT COUNT	31	31

PERCENT OF OBJECTIVES MASTERED

BATCH 910073
TEST DATE: 04/22/91
RUN DATE: 09/09/91

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HAM-JEFF CO ESR
GRADE 8

DISTRICT SUMMARY

SRA SURVEY
GRADE 8 201 REG
LEVEL 36 P

SUMMARY SCORES	VOC	RDG CMP	MTH C/A	MTH CMP	PBM SLV	LNG MEC	USG	SPL	REF MAT	SOC STD	SCI	APL SKL	TOT RDG	TOT MTH	TOT LNG	CMP SCR
MEAN SCORES																
NUMBER RIGHT	25	34	20	25	20	20	23	19	25	23	21		59	65	62	186
SCALE SCORE	398	382	398	426	383	352	369	381	426	430	395		389	431	402	480
GRADE EQUIV	9.6	10.0	10.4	10.1	10.5	11.4	10.9	11.4	10.9	10.8	10.9		9.8	10.6	11.0	10.3
NATIONAL %ILE	62	63	65	57	66	64	66	67	70	68	67		62	66	67	65
NORMAL CURVE	55	56	57	53	57	57	57	58	60	59	59		56	57	59	58
% OF OBJ MAST	34	48	46	43	43	31	48	38	54	42	28					
MEDIAN SCORES																
SCALE SCORE	394	383	394	415	378	349	364	380	424	428	396		390	417	405	478
GRADE EQUIV	9.4	10.1	10.1	9.3	10.1	11.1	10.5	11.3	10.9	10.6	11.1		9.8	9.8	11.2	10.2
NATIONAL %ILE	60	64	63	51	64	63	61	66	69	67	68		62	59	69	64
NORMAL CURVE	55	57	57	51	57	57	56	59	60	59	60		57	55	60	58
STUDENT COUNT	353	352	347	350	346	351	352	351	349	349	348		352	345	348	343
NAT'L STANINE COUNTS																
-9-	7	23	31	14	11	16	18	14	26	32	34		23	26	22	27
-8-	31	26	38	39	50	48	65	36	41	57	36		33	38	41	32
-7-	48	68	58	40	57	56	39	78	77	57	55		52	53	76	66
-6-	88	83	50	61	72	65	54	80	78	62	93		86	55	61	62
-5-	85	58	80	66	71	63	84	63	57	60	55		68	78	64	69
-4-	56	51	48	77	52	69	46	52	42	50	41		52	58	61	60
-3-	31	34	25	32	20	27	31	21	18	16	13		27	28	15	20
-2-	4	6	14	18	8	5	10	6	8	15	17		9	7	6	6
-1-	3	3	3	3	5	2	5	1	2	0	4		2	2	2	1
PERCENTS																
-9-	2	7	9	4	3	5	5	4	7	9	10		7	8	6	8
-8-	9	7	11	11	14	14	18	10	12	16	10		9	11	12	9
-7-	14	19	17	11	16	16	11	22	22	16	16		15	15	22	19
-6-	25	24	14	17	21	19	15	23	22	18	27		24	16	18	18
-5-	24	16	23	19	21	18	24	18	16	17	16		19	23	18	20
-4-	16	14	14	22	15	20	13	15	12	14	12		15	17	18	17
-3-	9	10	[illegible]	9	6	8	9	6	5	5	4		8	8	4	6
-2-	1	2	4	5	2	1	3	2	2	4	5		3	2	2	2
-1-	1	1	1	1	1	1	1	0	1	0	1		1	1	1	0
NAT'L QUARTER COUNTS																
76-99	103	117	127	93	118	120	122	128	144	146	151		108	120	139	129
51-75	109	107	104	80	110	91	94	106	108	92	80		122	88	92	94
26-50	96	79	66	113	73	95	90	79	62	68	83		74	88	85	80
1-25	45	49	50	64	45	45	46	38	35	43	34		48	49	32	40
PERCENTS																
76-99	29	33	37	27	34	34	35	36	41	42	43		31	35	40	38
51-75	31	30	30	23	32	26	27	30	31	26	23		35	26	26	27
26-50	27	22	19	32	21	27	26	23	18	19	24		21	26	24	23
1-25	13	14	14	18	13	13	13	11	10	12	10		14	14	9	12
BELOW ABILITY	49	72	58	89	61	53	66	64	59	52	44		84	100	61	102
WITHIN ABILITY	237	185	216	171	224	229	203	220	228	233	254		171	149	195	117
ABOVE ABILITY	62	90	68	85	57	64	78	62	62	64	50		92	92	87	120

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GRADE  8                     DISTRICT SUMMARY                    LEVEL 17 E/18 E



SUMMARY SCORES             WRD VOC RDG SPL LNG LNG MTH MTH STD SCI SOC RDG LNG MTH TOT
                           ANL     CMP     MEC EXP CMP C&A SKL     STD TOT TOT TOT BTR

MEAN SCORES
  NUMBER RIGHT                  41  45  27  26  45  37  44  20  30  33  86  70  80 236
  SCALE SCORE                  771 759 750 727 745 806 774 759 739 751 765 736 790 764
  GRADE EQUIV                  9.9 9.4 9.210.210.112.912.9 9.911.812.9 9.610.212.910.3
  NATIONAL %ILE                 59  60  58  58  59  66  73  60  71  77  59  59  71  63
  NORMAL CURVE                  54  55  54  54  55  58  63  55  61  65  55  54  61  57
  % OF OBJ MAST                 61  79  73  61  76  68  69  71  70  73

MEDIAN SCORES
  SCALE SCORE                  779 762 756 731 746 812 780 768 747 756 770 740 794 771
  GRADE EQUIV                 11.0 9.510.010.3 9.811.811.210.712.411.310.010.111.911.3
  NATIONAL %ILE                 64  61  62  59  57  68  75  63  71  79  64  59  71  68
  NORMAL CURVE                  57  55  56  55  54  60  64  57  62  67  57  55  62  60

STUDENT COUNT                   53  53  53  53  53  53  53  53  53  53  53  53  53  53


NAT'L STANINE
   COUNTS
     -9-                         0   1   0   3   1   3   8   1   8   7   0   1   5   2
     -8-                         4   9   9   3   9   5  10   3   8   6   5   9   9   6
     -7-                         8   7  11   5   3  10   7   6   4  17   7   3  10   8
     -6-                        21  11   6  12  10  15  10  23  12   7  17  12  12  17
     -5-                         8  13  11  18  21  10  11  10  10  10  14  17   9  11
     -4-                         8   7   8   6   2   3   2   5   7   2   6   5   3   4
     -3-                         0   1   3   1   2   4   1   1   0   2   0   0   1   1
     -2-                         1   0   2   4   4   1   1   1   2   0   1   5   1   0
     -1-                         3   4   3   1   1   2   3   3   2   2   3   1   3   4

  PERCENTS
     -9-                         0   2   0   6   2   6  15   2  15  13   0   2   9   4
     -8-                         8  17  17   6  17   9  19   6  15  11   9  17  17  11
     -7-                        15  13  21   9   6  19  13  11   8  32  13   6  19  15
     -6-                        40  21  11  23  19  28  19  43  23  13  32  23  23  32
     -5-                        15  25  21  34  40  19  21  19  19  19  26  32  17  21
     -4-                        15  13  15  11   4   6   4   9  13   4  11   9   6   8
     -3-                         0   2   6   2   4   8   2   2   0   4   0   0   2   2
     -2-                         2   0   4   8   8   2   2   2   4   0   2   9   2   0
     -1-                         6   8   6   2   2   4   6   6   4   4   6   2   6   8


NAT'L QUARTER
   COUNTS
    76-99                       14  17  20  11  13  18  27  10  20  30  14  13  24  18
    51-75                       25  16  15  23  21  24  13  28  16  13  22  21  16  20
    26-50                       10  15  10  12  11   3   8  10  10   6  12  13   8   9
     1-25                        4   5   8   7   8   8   5   5   7   4   5   6   5   6

  PERCENTS
    76-99                       26  32  38  21  25  34  51  19  38  57  26  25  45  34
    51-75                       47  30  28  43  40  45  25  53  30  25  42  40  30  38
    26-50                       19  28  19  23  21   6  15  19  19  11  23  25  15  17
     1-25                        8   9  15  13  15  15   9   9  13   8   9  11   9  11
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BATCH 910082
TEST DATE: 04/19/91
RUN DATE:  01/08/92
PAGE  1
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FUNDAM[illegible]AL LEARNING AREA: Language Arts

APPLIED [illegible]ADEMIC AREA: Applied Communications

Regional System/School ______________

Semester ______________ **Date** ______________

GOAL 1: As a result of their schooling, students will be able to read, comprehend, interpret, evaluate, and use written material.

K & S CODE	LEARNING OBJECTIVE	APPLIED ACADEMIC UNIT/MODULE
A	Recognition, recall, and summarization of material read.	M1-5;M2-1;M4-2;M7-3,9;M10-1,2;M11-1;M13-4,5;M14-4,5;M15-3
B	Questioning and predicting giving rationales for each prior to, during, and after reading.	M14-4
C	Reading for various purposes and identification of text to accomplish each purpose.	M1-5;M2-1,3;M3-2;M4-2;M7;M13-4,5;M14-4,5;M15-3,4
D	Sensitivity to difficulties of the text, requirements of the task, abilities and motivation.	M2-1;M4-2;M7-3;M11-1;M13-5;M14-4;M15-3
E	Using appropriate inferences to achieve a full understanding of the text.	M4-2;M11-1;M13-5;M14-4;M15-3
F	Integration of information from more than one text.	M2-1;M3-2;M4-2;M7-3,9;M10-1,2;M13-4,5;M14-4;M15-3
G	Justification and explanation of answers to questions about material read.	M11-1;M13-4,5;M14-4;M15-4

FUNDAMF 'AL LEARNING AREA: Language Arts **Regional System/School** ____________

APPLIED ADEMIC AREA: Applied Communications **Semester** ____________ **Date** ____________

GOAL 1: As a result of their schooling, students will be able to read, comprehend, interpret, evaluate, and use written material.

K & S CODE	LEARNING OBJECTIVE	APPLIED ACADEMIC UNIT/MODULE
1	Comprehension	M3-1,2,4; M5-4,6; M6-1,2,4,7; M7; M8; M9; M10; M11; M12; M13; M14; M15
2	Questioning and predicting giving rationales for each prior to, during, and after reading.	M3-2,4,7; M4-2,4; M6-3; M8-2,9; M9-2; M10-2,3; M11-3,4; M12-2,3,4,5,6,7; M13-6,8; M14-2,6,7,9; M15-4,8,9
3	Reading for various purposes and identification of text to accomplish each purpose.	M3-1,3,6,7; M4-2; M5-4,6,8; M7-3,9; M8-3; M9-4; M10-2; M11-6; M13-8; M14-4,5,7,8,9; M15-3,4,5,6,7,8,9,10

FUNDAMF "AL LEARNING AREA: Language Arts

Regional System/School ____________ ______

APPLIED ADEMIC AREA: Applied Communications

Semester______________ **Date**______________

GOAL 3:	As a result of their schooling, students will be able to write standard English in a grammatical, well-organized and coherent manner for a variety of purposes.

K & S CODE	LEARNING OBJECTIVE	APPLIED ACADEMIC UNIT/MODULE
A	Mechanics, grammar, conventions	M1; M2-2,3,6; M4-4; M5-2,3,8; M6-2-7; M7-4,6,10; M8; M9; M10; M11; M12; M13; M14; M15
B	Information from other sources	M8-3; M9-4; M10-2; M11-6; M13-8; M14-4,5,7,8,9; M15-4,8,9
C	Writing with clear focus and support	M1; M2-2,3,6; M4-4; M5-2,3,8; M6-2-7; M7-3,4,6,10; M8; M9; M10; M11; M12; M13; M14; M15

FUNDAMENTAL LEARNING AREA: Language Arts

APPLIED ACADEMIC AREA: Applied Communications

Regional System/School ____________

Semester ____________ **Date** ____________

GOAL 2: As a result of their schooling, students will be able to listen critically and analytically.

K & S CODE	LEARNING OBJECTIVE	APPLIED ACADEMIC UNIT/MODULE
1	Follow multi-step oral directions in order given.	M1-1,2,4,8; M7-2,8; M8-1,2,3,6; M9-1-7; M10-1-3,5,7-10; M11-1,2,3,5-8; M12-1,3-10; M14-6,10; M15-1,3,8
2	Distinguish amonf purposes in multi-function oral messages.	M1-4,8; M2-2,8; M5-2,3,5,6,7; M8-1-4,6-10; M9-1-7; M10-1,2,3,5,7-10; M11-1,2,3,5-8; M12; M14-6,10; M15-1,3,8
3	Demonstrate skill in interactive situations.	M1-1,4; M7; M8; M9; M10-1,2,3,5,7-10; M11-1,2,3,5-8; M12; M14-6,10; M15-1,3,8
4	Judge the sufficiency of detail, the qualifications and credibility of sources, and the effectiveness of solutions proposed in oral messages.	M1-3,8; M2-4,8; M5-1-7; M8-1,2,3,6,7; M9-1-7; M10-1,2,3,5,7-10; M11-1,2,3,6,7,8; M12; M14-6,10; M15-1,3,8

FUNDAM 'AL LEARNING AREA: Language Arts ______ Regional System/School ______ ______

APPLIED ACADEMIC AREA: Applied Communications ______ Semester______ Date______

GOAL 4: As a result of their schooling, students will be able to use spoken language effectively in formal and informal situations to communicate ideas and information and to ask and answer questions.

K & S CODE	LEARNING OBJECTIVE	APPLIED ACADEMIC UNIT/MODULE
1	Use notes and scripts effectively when speaking and reading aloud before an audience.	M1-1; M6-1,2-7; M7-5; M8; M9; M10; M11; M12; M13; M14; M15
2	Expand or limit a topic for an oral presentation to meet time, setting, and audience needs.	M1-2; M7-5; M8; M9; M10; M11; M12; M13; M14; M15
3	Develop and sustain a line of argument providing appropriate support.	M1-4; M4-1,2-6; M5-2,3-6; M6-1,2-7; M8; M9; M10; M11; M12; M13; M14; M15
4	Distinguish among propostions of fact, policy and value.	M4-6; M5-2,3-7; M7-5; M8; M9; M10; M11; M12; M13; M14; M15
5	Organize information in an oral message.	M5-1,2-6; M7-5; M8; M9; M10; M11; M12; M13; M14; M15
6	Demonstrate skill in using social amenities.	M1-4; M8; M9; M10; M12; M15

FUNDAMENTAL LEARNING AREA: Language Arts

APPLIED ACADEMIC AREA: Applied Communications

Regional System/School ____________

Semester ____________ **Date** ____________

GOAL 5: As a result of their schooling, students will be able to understand the various forms of significant literature representative of different cultures, eras, and ideas.

K & S CODE	LEARNING OBJECTIVE	APPLIED ACADEMIC UNIT/MODULE
	This goal is not covered by the classroom materials for the Applied Communications curriculum.	

FUNDAMENTAL LEARNING AREA: Language Arts

Regional System/School ____________

APPLIED ACADEMIC AREA: Applied Communications

Semester ____________ **Date** ____________

GOAL 6: As a result of their schooling, students will be able to understand how and why language functions and evolves.

K & S CODE	LEARNING OBJECTIVE	APPLIED ACADEMIC UNIT/MODULE
1	Differentiate between the connotative and denotative meanings of words in context.	Not Covered in Applied Communication curriculum
2	Adapt their listening, speaking, and writing to the purpose of the communications and the nature of the audience.	M1-1; M3-3,6; M4-2,5; M5-2,3-6; M7; M8; M9; M10; M11; M12; M15
3	Understand etymology, the roots and histories of words as a means of acquiring larger and more precise vocabularies.	M4-2,5
4	Draw inferences from all forms of communications.	M7; M8-4; M9-5; M10-6,7
5	Understand the purposes being met by a specific message.	M5-4,5,7; M7; M8; M9; M10; M11; M12; M15

FUNDAMENTAL LEARNING AREA: Science	**Regional System/School** ____ ______
APPLIED ACADEMIC AREA: Principles of Technology	**Semester**__________ **Date**__________

GOAL 1: As a result of their schooling, students will have a working knowledge of the concepts and basic vocabulary of biological, physical, and environmental sciences and their application to life and work in contemporary technological society.

K & S CODE	LEARNING OBJECTIVE	APPLIED ACADEMIC UNIT/MODULE
A	Symmetries or patterns in the natural or physical world	This objective is not covered in the Principles of Technology course.
B	Orderliness in nature and the schemes used to express this order	This objective is not covered in the Principles of Technology course.
C	Fundamental units used to express the structure of nature	Unit 1 FORCE-Sub 1 FORCE IN MECHANICAL SYSTEMS, Obj.3 Sub 2 PRESSURE IN FLUID SYSTEMS, Obj. 2-11 Sub 3 VOLTAGE IN ELECTRICAL SYSTEMS, Obj. 3,5,6 Sub 4 TEMPERATURE/THERMAL SYSTEMS, Obj. 1-5,7 All Lab activities
		Unit 2 WORK Sub 1 WORK/MECHANICAL SYSTEMS, Obj. 1-10 Sub 2 WORK/FLUID SYSTEMS, Obj. 1-6 Sub 3 WORK/ELECTRICAL SYSTEMS, Obj. 1-5,7 All Lab activities
		Unit 3 RATE Sub 1 RATE/MECHANICAL SYSTEMS, Obj. 1-7,9 Sub 2 RATE/FLUID SYSTEMS, Obj. 1-4 Sub 3 RATE/ELECTRICAL SYSTEMS, Obj. 1-5 Sub 4 RATE/THERMAL SYSTEMS, Obj. 1-6 All Lab activities
		Unit 4 RESISTANCE-Sub 1 RESISTANCE/MECH. SYSTEMS, Obj. 1-9 Sub 2 RESISTANCE/FLUID SYSTEMS, Obj. 1-10 Sub 3 RESISTANCE/ELECT. SYSTEMS, Obj. 1-10 Sub 4 RESISTANCE/THERM. SYSTEMS, Obj. 1-10 All Lab activities
		Unit 5 ENERGY-Sub 1 ENERGY/MECH. & FLUID SYSTEMS I, Obj. 1-6 Sub 2 ENERGY/MECH. & FLUID SYSTEMS II, Obj. 1-6 Sub 3 ENERGY/ELECTRICAL SYSTEMS, Obj. 1-10 Sub 4 ENERGY/THERMAL SYSTEMS, Obj. 1,7 All Lab activities

FUNDAMENTAL LEARNING AREA: Science ___ **Regional System/School** ___

APPLIED ACADEMIC AREA: Principles of Technology ___ **Semester** ___ **Date** ___

GOAL 1: As a result of their schooling, students will have a working knowledge of the concepts and basic vocabulary of biological, physical, and environmental sciences and their application to life and work in contemporary technological society.

K & S CODE	LEARNING OBJECTIVE	APPLIED ACADEMIC UNIT/MODULE
C cont.	Fundamental units used to express the structure of nature	Unit 6 POWER-Sub 1 POWER/MECHANICAL SYSTEMS, Obj. 1-9 Sub 2 POWER/FLUID SYSTEMS, Obj. 1-5 Sub 3 POWER/ELECTRICAL SYSTEMS, Obj. 1-6 Sub 4 POWER/THERMAL SYSTEMS, Obj. 1,2 All Lab activities
		Unit 7 FORCE TRANS.-Sub 1 LINEAR MECH. SYS., Obj. 1-7,9 Sub 2 ROTATION. MECH. SYS., Obj. 1-9 Sub 3 FLUID SYSTEMS, Obj. 1-6 Sub 4 ELECTRICAL SYSTEMS, Obj. 1-6 All Lab activities
		Unit 8 MOMENTUM - Sub 1 MOMENTUM MECH/FLUID SYS I, Obj. 2 Sub 2 MOMENTUM MECH/FLUID SYS II, Obj. 2 All Lab Activities
		Unit 9 WAVES - Sub 1 CHAR. OF WAVES, Obj. 2-7 Sub 2 APPLICATION WAVES/VIBRATIONS, Obj. 3,4,7 All Lab Activities
		Unit 10 CONVERTORS - Sub 1 MECHANICAL ENERGY, Obj. 1 Sub 2 FLUID ENERGY, Obj. 1,2, Sub 3 ELECTRICAL ENERGY. Obj. 1,3 Sub 4 THERMAL ENERGY, Obj. 1,3 All Lab Activities
		Unit 11 TRANSDUCERS - Sub 1 MECHANICAL SYSTEMS, Obj. 2 Sub 2 FLUID SYSTEMS, Obj. 1 Sub 3 ELECTRICAL SYSTEMS, Obj. 1,6,8 Sub 4 THERMAL SYSTEMS, Obj. 1, All Lab Activities
		Unit 12 RADIATION - Sub 1 ELECTROMAGNETIC, Obj. 1-5,7-9 Sub 2 NUCLEAR, Obj. 1,2,4-8 All Lab Activities

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FUNDAMENTAL LEARNING AREA: Science **Regional System/School** ______

APPLIED ACADEMIC AREA: Principles of Technology **Semester** ______ **Date** ______

GOAL 1: As a result of their schooling, students will have a working knowledge of the concepts and basic vocabulary of biological, physical, and environmental sciences and their application to life and work in contemporary technological society.

K & S CODE	LEARNING OBJECTIVE	APPLIED ACADEMIC UNIT/MODULE
C cont.	Fundamental units used to express the structure of nature	Unit 13 OPTICS - Sub 1 RAY OPTICS, Obj. 1,4,6,7,12 Sub 2 WAVE OPTICS, Obj. 1,3,4,6-10 Sub 3 LASER LIGHT, Obj. 8,9 Sub 4 OPTICAL SYSTEMS, Obj. 5-10 All Lab Activities
		Unit 14 TIME CONSTANTS - Sub 1 MECH/FLUID SYS, Obj. 3,5,6 Sub 2 ELECTRICAL/THERMAL SYS, Obj. 2,4,5,7 All Lab Activities
D	How two or more things interact and the effect each has on the other	All modules/activities cover this objective.
E	Common characteristics in plant and animal communities.	Not covered in the Principles of Technology curriculum
F	Characteristics of energy and matter.	Unit 1 FORCE-Sub 1, Obj. 1 Sub 2, Obj. 1-3 Sub 4, Obj. 2,4 Lab 1F1, Obj. 1
		Unit 3 RATE-Sub 4, Obj. 4,5 Lab 3T2, Obj. 1 Lab 3M4, Obj. 3
		Unit 4 RESISTANCE-Subunit 1, Obj. 4-6,8,9 Sub 2, Obj. 1,3,4,8 Sub 3, Obj. 1,3,4,5,9,10 Lab 4M1, Obj. 2; 4M2, Obj. 1,2; 4F2, Obj. 1-3; Lab 4E, Obj. 1-3; 4T1, Obj. 1,2; 4T2, Obj. 1,2

FUNDAMENTAL LEARNING AREA: Science

APPLIED ACADEMIC AREA: Principles of Technology

Regional System/School ____ ______

Semester __________ **Date** __________

GOAL 1: As a result of their schooling, students will have a working knowledge of the concepts and basic vocabulary of biological, physical, and environmental sciences and their application to life and work in contemporary technological society.

K & S CODE	LEARNING OBJECTIVE	APPLIED ACADEMIC UNIT/MODULE
F cont.	Characteristics of energy and matter.	Unit 6 POWER-All materials Unit 7 FORCE TRANSFORMERS - All materials
		Unit 8 MOMENTUM - All materials Unit 10 CONVERTORS - All materials
		Unit 11 TRANSDUCERS - All materials Unit 12 RADIATION - All materials
		Unit 14 TIME CONSTANTS - Sub 1 LAB 1, Obj. 1 Sub 2 ELECTRICAL/THERMAL SYS, Obj. 2,4,5,7 LAB 3, Obj. 1,2
G	Equilibrium in simple systems	Unit 1 FORCE - Sub 1, Obj. 4,5,7,8,10 Sub 2, Obj. 4,5,12, Sub 4, Obj. 1,2,4 LAB 1M1, 1M2, 1MS1
		Unit 2 WORK - Sub 1, Obj. 2,3,5,6,8,9 Sub 2, Obj. 1,3,4 All Lab activities
		Unit 3 RATE - Sub 1, Obj. 9 Sub 2, Obj. 4 Sub 3, Obj. 5 Sub 4, Obj. 4,6 All Lab activities

FUNDAMENTAL LEARNING AREA: Science

Regional System/School ____

APPLIED ACADEMIC AREA: Principles of Technology

Semester ________ **Date** ________

GOAL 1:	**As a result of their schooling, students will have a working knowledge of the concepts and basic vocabulary of biological, physical, and environmental sciences and their application to life and work in contemporary technological society.**

K & S CODE	LEARNING OBJECTIVE	APPLIED ACADEMIC UNIT/MODULE
G cont.	Equilibrium in simple systems	Unit 4 RESISTANCE - Sub 1, Obj 8 Sub 2, Obj. 9 Sub 4, Obj. 10
		Unit 5 ENERGY - Sub 4
		Unit 7 FORCE TRANSFORMERS - Sub 1, Obj. 1,2 Sub 2, Obj. 1 Sub 3, Obj. 1 Sub 4, Obj. 2,3
		Unit 8 MOMENTUM -Sub 1 LAB 8M1
H	Influence of a field on objects within its domain	Unit 1 FORCE - Sub 1, Obj. 4,5,7 Sub 2, Obj. 2-4,6,8-10,12 Sub 4, Obj. 1,2,4 LAB 1M2, 1F2, 1R2, 1T1, 1MS1
		Unit 2 WORK - Sub 1, Obj. 1-6,8,10,11 Sub 2, Obj. 1-6 Sub 3, Obj. 1-7 All Lab activities
		Unit 3 RATE - Sub 1, Obj. 1-7 Sub 2, Obj. 1-4 Sub 3, Obj. 1-5 Sub 4, Obj 1-6 All Lab activities

FUNDAMF ᐟAL LEARNING AREA: Science ______ **Regional System/School** ______

APPLIED ADEMIC AREA: Principles of Technology ______ **Semester**______ **Date**______

GOAL 1:	As a result of their schooling, students will have a working knowledge of the concepts and basic vocabulary of biological, physical, and environmental sciences and their application to life and work in contemporary technological society.

K & S CODE	LEARNING OBJECTIVE	APPLIED ACADEMIC UNIT/MODULE
H cont	Influence of a field on objects within its domain	Unit 4 RESISTANCE - Sub 1, Obj. 1-9 Sub 2, Obj. 1-10 Sub 3, Obj. 1-10 Sub 4, Obj. 1-10 All Lab activities
		Unit 5 ENERGY - Sub 1, Obj. 1-6 Sub 2, Obj. 1-6 Sub 3, Obj. 1-10 Sub 4, Obj. 1-4 All Lab activities
		Unit 6 POWER - Sub 1, Obj. 1-9 Sub 2, Obj. 1-5 Sub 3, Obj. 1-6 Sub 4, Obj. 1,2 All Lab activities
		Unit 7 FORCE TRANSFORMERS - Sub 1, Obj. 6,7 Sub 2, Obj. 1,8,9 Sub 3, Obj. 2 Sub 4, Obj. 1 All Lab activities
		Unit 8 MOMENTUM - Sub 1,4-9 Sub 2, Obj. 1,3-7 All Lab activities
		Unit 9 WAVES - Sub 1, Obj. 9-11 Sub 2, Obj. 1-8 All Lab activities
		Unit 10 CONVERTORS - Sub 1, Obj. 1-6 Sub 2, Obj. 1-6 Sub 3, Obj. 1-5 Sub 4, Obj 1-5 All Lab activities

FUNDAME AL LEARNING AREA: Science ____ **Regional System/School** ____

APPLIED ADEMIC AREA: Principles of Technology ____ **Semester**____ **Date**____

GOAL 1: As a result of their schooling, students will have a working knowledge of the concepts and basic vocabulary of biological, physical, and environmental sciences and their application to life and work in contemporary technological society.

K & S CODE	LEARNING OBJECTIVE	APPLIED ACADEMIC UNIT/MODULE
H cont	Influence of a field on objects within its domain	Unit 11 TRANSDUCERS - Sub 1, Obj. 1-5 Sub 2, Obj. 1-6 Sub 3, Obj. 1-10 Sub 4, Obj. 1-6 All Lab activities
		Unit 12 RADIATION - Sub 1, Obj. 4-9 Sub 2, Obj. 3-8 All Lab activities
		Unit 13 OPTICS - Sub 1, Obj. 1-12 Sub 2, Obj. 1-11 Sub 3, Obj. 3,7,8,9 Sub 4, Obj. 1-10 All Lab activities
		Unit 14 TIME CONSTANTS - Sub 1. Obj. 1-6 Sub 2, Obj. 1-8 All Lab activities
I	Cause and effect relationships allowing predictions to be made	Unit 1 FORCE - Sub 1, Obj. 4,5,8 Sub 2, Obj. 9, 12 Sub 3, Obj. 5,6 Sub 4, Obj. 4,7 All Lab activities
		Unit 2 WORK - Sub 1, Obj. 2,3,5,8,9 Sub 2, Obj. 3,4,6 Sub 3, Obj. 5,7 All Lab activities
		Unit 4 RESISTANCE - Sub 1, Obj. 4,6 Sub 2, Obj. 4,8,9 Sub 3, Obj. 3 Sub 4, Obj 2,4 All Lab activities

FUNDAM AL LEARNING AREA: Science Regional System/School ____________

APPLIED ACADEMIC AREA: Principles of Technology Semester ____________ Date ____________

GOAL 3: As a result of their schooling, students will have a working knowledge of the principles of scientific research and their application in simple research projects.

K & S CODE	LEARNING OBJECTIVE	APPLIED ACADEMIC UNIT/MODULE
1	Honesty and integrity in recording/ reporting results of scientific inquiry	All Lab activities
2	Open discussion of ideas, techniques and reults	All Lab activities
3	Appreciation for the rights of subjects, humanness and respect for life	Not covered in the Principles of Technology curriculum
4	Accuracy, skill and safe laboratory activities	All Lab activities
5	Operational definitions using terms to physically describe the activity or result of a procedure	All Lab activities
6	Precision in experimental techniques	All Lab activities
7	Organization of data for orderly review	All Lab activities
8	Effective communication of laboratory results and procedures	All Lab activities
9	Analysis, evaluation, or replication of experimental work of others	All Lab activities

FUNDAM 'AL LEARNING AREA: Science

Regional System/School ____________

APPLIED ACADEMIC AREA: Principles of Technology

Semester ____________ **Date** ____________

GOAL 2: As a result of their schooling, students will have a working knowledge of the social and environmental implications and limitations of technological development.

K & S CODE	LEARNING OBJECTIVE	APPLIED ACADEMIC UNIT/MODULE
1	Relationship between science and technology	All modules/activities address this objective.
2	Nonrenewable and renewable natural resources	Not covered by the Principles of Technology curriculum
3	Relationship between natural and technological world	All modules/activities address this objective.
4	Influence of scientific and technological research on needs, interest, and financial support of society	Not covered by the Principles of Technology curriculum
5	Application of scientific research to consumer decision making	Not covered by the Principles of Technology curriculum
6	Application of ecological concepts to human and environmental situations	Not covered by the Principles of Technology curriculum
7	Society's responsibility for improving the environment and protecting natural resources	Not covered by the Principles of Technology curriculum
8	Environmental issues in light of scientific and technological knowledge and ehtical principles	Not covered by the Principles of Technology curriculum

'AL LEARNING AREA: Science

PLIED ACADEMIC AREA: Principles of Technology

Regional System/School ___

Semester ______ Date ______

GOAL 1: As a result of their schooling, students will have a working knowledge of the concepts and basic vocabulary of biological, physical, and environmental sciences and their application to life and work in contemporary technological society.

K & S CODE	LEARNING OBJECTIVE	APPLIED ACADEMIC UNIT/MODULE
O	Nature of force	All modules/activities address this objective.
P	Perception as a way of interpreting the world	All modules/activities address this objective.
R	Time and space as dimensions which separate things and events	All modules/activities address this objective.

FUNDAMF 'AL LEARNING AREA: Science **Regional System/School** ____

APPLIED CADEMIC AREA: Principles of Technology **Semester**____ **Date**____

GOAL 1: As a result of their schooling, students will have a working knowledge of the concepts and basic vocabulary of biological, physical, and environmental sciences and their application to life and work in contemporary technological society.

K & S CODE	LEARNING OBJECTIVE	APPLIED ACADEMIC UNIT/MODULE
I cont	Cause and effect relationships allowing predictions to be made	Unit 13 OPTICS - Sub 1, Obj. 1-12 Sub 2, Obj. 1-4 Sub 3, Obj. 9 Sub 4, Obj. 1-5,7 All Lab activities
		Unit 14 TIME CONSTANTS - Sub 1. Obj. 1,2 Sub 2, Obj. 1,3,6 All Lab activities
J	Cycles in which conditions or events are repeated at regular intervals	Not covered in the Principles of Technology curriculum
K	Systems as defined by boundaries	All modules/activities address this objective.
L	Stages, mechanisms, and rates of change	Unit 3 RATE - Sub 1, Obj. 1-8 Sub 2, Obj. 1-4 Sub 3, Obj. 1,2,5 Sub 4, Obj 1-4,6 All Lab activities
M	Organism as a system which can be characterized by the processes of life	Not covered in the Principles of Technology curriculum
N	Relationship of structure to function	Not covered in the Principles of Technology curriculum

FUNDAMENTAL LEARNING AREA: Science **Regional System/School** ____

APPLIED ACADEMIC AREA: Principles of Technology **Semester** ____ **Date** ____

GOAL 1: As a result of their schooling, students will have a working knowledge of the concepts and basic vocabulary of biological, physical, and environmental sciences and their application to life and work in contemporary technological society.

K & S CODE	LEARNING OBJECTIVE	APPLIED ACADEMIC UNIT/MODULE
I cont	Cause and effect relationships allowing predictions to be made	Unit 5 ENERGY - Sub 1, Obj. 1,4 Sub 2, Obj. 4,5 Sub 3, Obj. 8 Sub 4, Obj. 1,5 All Lab activities
		Unit 6 POWER - Sub 1, Obj. 9 All Lab activities
		Unit 7 FORCE TRANSFORMERS - SUB 1, Obj. 1 Sub 2, Obj. 1 Sub 3, Obj. 1,2 Sub 4, Obj. 1,2,3 All Lab activities
		Unit 8 MOMENTUM - Sub 1, Obj. 5 Sub 2, Obj. 5 All Lab activities
		Unit 10 CONVERTORS - Sub 1, Obj. 2,3,4,5 Sub 2, Obj. 2,3,5 Sub 3, Obj. 2,3,4 Sub 4, Obj. 2,3,4 All Lab activities
		Unit 11TRANSDUCER - Sub 1, Obj. 1,2,3,4 Sub 2, Obj. 1,2,3,4,5 Sub 3, Obj. 1-9 Sub 4, Obj. 1-5 All Lab activities
		Unit 12 RADIATION - Sub 1, Obj. 5 LAB 2,3

FUNDAMENTAL LEARNING AREA: Science **Regional System/School** ____________

APPLIED [illegible]ADEMIC AREA: Principles of Technology **Semester** ____________ **Date** ____________

GOAL 4: As a result of their schooling, students will have a working knowledge of the processes, techniques, methods, equipment and available technology in science.

K & S CODE	LEARNING OBJECTIVE	APPLIED ACADEMIC UNIT/MODULE
1	Observation, classification, inference, prediction, measurement	All Lab activities
2	Communication of procedures and results	All Lab activities
3	Data collection, organization and interpretation	All Lab activities
4	Operational definition development	All Lab activities
5	Question and hypothesis formulation	All Lab activities
6	Experimentation	All Lab activities
7	Model formulation	All Lab activities
8	Results verification	All Lab activities
9	Use of scientific equipment	All modules

FUNDAMENTAL LEARNING AREA: Science **Regional System/School** ____________

APPLIED ACADEMIC AREA: Applied Biology-Chemistry **Semester**____________ **Date**____________

GOAL 1: As a result of their schooling, students will have a working knowledge of the concepts and basic vocabulary of biological, physical, and environmental sciences and their application to life and work in contemporary technological society.

K & S CODE	LEARNING OBJECTIVE	APPLIED ACADEMIC UNIT/MODULE
1	Symmetries or patterns and orderliness in the natural or physical world.	NATURAL RESOURCES - Units 3,4,5 AIR AND OTHER GASES - Unit 1 NUTRITION - Unit 2
2	Characteristics and fundamental units of structure of matter	AIR AND OTHER GASES - Unit 1
3	Plant and animal communities and their interactions	NATURAL RESOURCES - Unit 6
4	Equilibrium in systems	Not Covered in Applied Biology-Chemistry curriculum
5	Influence of a field on objects within its domain	Not Covered in Applied Biology-Chemistry curriculum
6	Cause and effect relationships which allow predictions to be made	CONTINUITY OF LIFE - Unit 4 NATURAL RESOURCES - Units 3,4,5
7	Cycles in which conditions or events are repeated at regular intervals	AIR AND OTHER GASES - Unit 2

FUNDAMENTAL LEARNING AREA: Science

APPLIED ACADEMIC AREA: Applied Biology-Chemistry

Regional System/School ____________

Semester ____________ **Date** ____________

GOAL 1: As a result of their schooling, students will have a working knowledge of the concepts and basic vocabulary of biological, physical, and environmental sciences and their application to life and work in contemporary technological society.

K & S CODE	LEARNING OBJECTIVE	APPLIED ACADEMIC UNIT/MODULE
8	Systems as defined by boundaries	CONTINUITY OF LIFE - Unit 1,2,3,4
9	Stages, mechanisms, and rates of change	CONTINUITY OF LIFE - Unit 1,2,3,4
10	Organism as a system which can be characterized by the processes of life	CONTINUITY OF LIFE - Unit 1,2,3,4 DISEASE AND WELLNESS - Unit 7
11	Relationship of structure to function	NUTRITION - Unit 3 DISEASE AND WELLNESS - Units 2,3,4
12	Nature of force	Not Covered in Applied Biology-Chemistry curriculum
13	Perception as a way of interpreting the world	Not Covered in Applied Biology-Chemistry curriculum
14	Time and space as dimensions which separate things and events	Not Covered in Applied Biology-Chemistry curriculum

FUNDAMENTAL LEARNING AREA: Science

APPLIED ACADEMIC AREA: Applied Biology-Chemistry

Regional System/School ____________ ______

Semester ______________ Date ______________

GOAL 2: As a result of their schooling, students will have a working knowledge of the social and environmental implications and limitations of technological development.

K & S CODE	LEARNING OBJECTIVE	APPLIED ACADEMIC UNIT/MODULE
1	Relationship between science and technology	All Modules
2	Nonrenewable and renewable natural resources	NATURAL RESOURCES - Units 1-6
3	Relationship between the natural and technological world	NATURAL RESOURCES - Units 1-6
4	Influence of scientific and technological research on the needs, interest and financial support of society	All Modules
5	Application of scientific research to consumer decision making	All Modules
6	Application of selected ecological concepts to human and environmental situations	NATURAL RESOURCES - Unit 6
7	Society's responsibility for improving the environment and protecting natural resources	NATURAL RESOURCES - Units 1-6

FUNDAMENTAL LEARNING AREA: Science Regional System/School ____________ ______

APPLIED ACADEMIC AREA: Applied Biology-Chemistry Semester______________ Date______________

GOAL 2: As a result of their schooling, students will have a working knowledge of the social and environmental implications and limitations of technological development.

K & S CODE	LEARNING OBJECTIVE	APPLIED ACADEMIC UNIT/MODULE
8	Environmental issues in light of scientific and technological knowledge and ethical principles	NATURAL RESOURCES - Units 1-6 AIR AND OTHER GASES - Unit 2

FUNDAMENTAL LEARNING AREA: Science
Regional System/School ____________
APPLIED ACADEMIC AREA: Applied Biology-Chemistry
Semester ____________ **Date** ____________

GOAL 3: As a result of their schooling, students will have a working knowledge of the principles of scientific research and their application in simple research projects.

K & S CODE	LEARNING OBJECTIVE	APPLIED ACADEMIC UNIT/MODULE
1	Honesty and integrity in recording/ reporting results of scientific inquiry	All Modules
2	Share results openly with others	All Modules
3	Appreciation for the rights of subjects, humanness and respect for life	All Modules
4	Accuracy, skill and safe practices in the laboratory activities	All Modules
5	Application of operational definitions using terms to physically describe activity or results	All Modules
6	Experimental techniques to indicate precision during investigation	All Modules
7	Organization of data to maintain orderly review of results	All Modules

FUNDAMF 'AL LEARNING AREA: Science

APPLIED ADEMIC AREA: Applied Biology-Chemistry

Regional System/School ____________

Semester ____________ **Date** ____________

GOAL 3: As a result of their schooling, students will have a working knowledge of the principles of scientific research and their application in simple research projects.

K & S CODE	LEARNING OBJECTIVE	APPLIED ACADEMIC UNIT/MODULE
8	Effectiveness in communication of laboratory procedures and results	All Modules
9	Analyze, evaluate, or replicate the experimental work of others	All Modules

FUNDAME[illegible]TAL LEARNING AREA: Science

APPLIED [illegible]CADEMIC AREA: Applied Biology-Chemistry

Regional System/School ____________

Semester ____________ **Date** ____________

GOAL 4: As a result of their schooling, students will have a working knowledge of the processes, techniques, methods, equipment and available technology in science.

K & S CODE	LEARNING OBJECTIVE	APPLIED ACADEMIC UNIT/MODULE
1	Observation, classification, inference, prediction, measurement	All Modules
2	Communication of results	All Modules
3	Data collection, organization, and interpretation	All Modules
4	Operational definition development	All Modules
5	Question and hypothesis formulation	All Modules
6	Experimentation	All Modules
7	Model formulation	All Modules

FUNDAMENTAL LEARNING AREA: Science

Regional System/School ____________

APPLIED ACADEMIC AREA: Applied Biology-Chemistry

Semester____________ **Date**____________

GOAL 4: As a result of their schooling, students will have a working knowledge of the processes, techniques, methods, equipment and available technology in science.

K & S CODE	LEARNING OBJECTIVE	APPLIED ACADEMIC UNIT/MODULE
8	Results verification	All Modules
9	Scientific equipment use	All Modules

FUNDAMENTAL LEARNING AREA: Mathematics

APPLIED ACADEMIC AREA: Applied Mathematics

Regional System/School ____________

Semester ____________ **Date** ____________

GOAL 1: As a result of their schooling, students will be able to perform operations of addition, subtraction, multiplication and division using whole numbers, integers, fractions, and decimals.

K & S CODE	LEARNING OBJECTIVE	APPLIED ACADEMIC UNIT/MODULE
A	Read, write and name numbers in several different ways.	Modules A, B, 3, 10, 11, 12
B	Perform operations with numbers.	All Modules
C	Translate word problem situations into mathematical expression or sentences and solve the sentences.	Modules C, 1, 9, 10, 11, 15-17, 21
D	Order numbers.	Modules 11, 19
E	Apply properties of numbers and operations.	Modules A, 15, 17, 18
F	Use exponents, powers, and roots.	Modules 8, 12, 14, 15, 18-21
G	Use factors and multiples.	This objective is not specifically covered in the Applied Mathematics course.
H	Apply computational and problem solving skills to common life situations with and without a calculator.	Modules A, B, C, 1, 3, 7-9, 11-15, 17-22
I	Use number patterns.	Module 15

FUNDAM[illegible]AL LEARNING AREA: Mathematics

APPLIED ACADEMIC AREA: Applied Mathematics

Regional System/School ______________

Semester ______________ **Date** ______________

GOAL 2: As a result of their schooling, students will be able to understand and use ratios and percentages.

K & S CODE	LEARNING OBJECTIVE	APPLIED ACADEMIC UNIT/MODULE
A	Interpret ratios.	Modules 6-10, 17, 20-22
B	Solve for the missing term in proportions.	Modules 9, 10
C	Apply ratios and proportions to real-life situations.	Modules 7, 9, 10, 20, 22
D	Interpret percents in various settings.	Modules B, 1, 2, 4
E	Apply percents in real-life situations.	Modules A, B, C, 4, 21

FUNDAM[illegible]TAL LEARNING AREA: Mathematics

APPLIED ACADEMIC AREA: Applied Mathematics

Regional System/School ____________

Semester ____________ **Date** ____________

GOAL 3: As a result of their schooling, students will be able to make and use measurements, including those or area and volume.

K & S CODE	LEARNING OBJECTIVE	APPLIED ACADEMIC UNIT/MODULE
A	Measure in various contexts using appropriate units.	Modules 1-3, 7-17, 19, 21
B	Estimate measurements.	Modules 3, 7, 8
C	Relate lengths, areas, and volumes in common geometric figures.	Modules 8, 9
D	Convert units within one system and from one system to another.	Modules 3, 8-10, 12
E	Apply selected measurement systems, instruments and techniques.	Modules 1, 3, 7-10, 13-17, 19, 21

FUNDAMENTAL LEARNING AREA: Mathematics

APPLIED ACADEMIC AREA: Applied Mathematics

Regional System/School ____________________

Semester ____________ **Date** ____________

GOAL 4: As a result of their schooling, students will be able to identify, analyze and solve problems using algebraic equations, inequalities, functions and their graphs.

K & S CODE	LEARNING OBJECTIVE	APPLIED ACADEMIC UNIT/MODULE
A	Use expressions, equations, or inequalities to describe general patterns.	Modules 7, 8, 10
B	Solve simple equations and inequalities and interpret the solutions.	Modules 9, 14, 16, 18, 21
C	Translate verbal descriptions into algebraics expressions, equations, or inequalities and vice versa.	Modules 8, 9, 16, 17
D	Evaluate, solve, and apply formulas with and without calculators.	Modules 7, 10, 14, 16-19, 21
E	Apply various techniques of graphing.	Modules 7, 14, 16-18, 22
F	Perform operations with algebraic expressions.	Modules 16, 18
G	Interpret functions and their graphs.	Modules 14, 16-18, 22

FUNDAMENTAL LEARNING AREA: Mathematics

APPLIED ACADEMIC AREA: Applied Mathematics

Regional System/School ____________

Semester ____________ **Date** ____________

GOAL 5: As a result of their schooling, students will be able to understand and apply geometric concepts and relations in a variety of forms.

K & S CODE	LEARNING OBJECTIVE	APPLIED ACADEMIC UNIT/MODULE
A	Recognize geometric figures.	Modules 6-8, 14, 15
B	Apply rules of symmetry and transformation.	Modules 21, 22 Symmetry is not addressed.
C	Apply concepts of congruence and similarity.	Modules 7, 9, 10
D	Apply the Pythagorean Theorem and common right triangle relationships.	Modules 7, 14, 15, 21, 22
E	Relate properties of common geometric figures.	Modules 6-8

FUNDAM TAL LEARNING AREA: Mathematics

APPLIED ACADEMIC AREA: Applied Mathematics

Regional System/School __________

Semester __________ **Date** __________

GOAL 6: As a result of their schooling, students will be able to understand and use methods of data collection and analysis, including tables, charts, and comparisons.

K & S CODE	LEARNING OBJECTIVE	APPLIED ACADEMIC UNIT/MODULE
A	Interpret data from experiments.	Modules 4, 5, 11, 16, 17, 19, 20
B	Apply probabilities to predict and forecast results of simple experiments or events.	Module 20
C	Interpret tables, charts, graphs, arrays, schedules, experiements, and surveys reported in media sources.	Modules 4, 11, 16, 17
D	Use common summary statistics.	Modules 19, 20
E	Construct a graph from given data.	Modules 4, 5, 17

FUNDAMENTAL LEARNING AREA: Mathematics

APPLIED ACADEMIC AREA: Applied Mathematics

Regional System/School ______________

Semester ______________ **Date** ______________

GOAL 7: As a result of their schooling, students will be able to use mathematics skills to estimate, approximate, and predict outcomes and to judge reasonableness of results.

K & S CODE	LEARNING OBJECTIVE	APPLIED ACADEMIC UNIT/MODULE
A	Round numbers.	Modules B, 2, 3, 7, 8, 10, 13, 15, 16
B	Apply intervals as estimates.	Modules 4, 5, 16, 17
C	Determine whether an estimate is a better alternative than an exact answer.	Module 2
D	Determine what conclusions are valid from a given set of information.	All Modules
E	Apply words of quantification.	Module 16
F	Apply problem solving procedures to solve or suggest a solution to a given problem.	Problem solving is addressed in all modules. The actual discussion of procedures is not.
G	Use mental arithmetic to estimate results of computations.	Modules C, 1, 2, 7,
	837	838

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

TECH PREP

REND LAKE AREA REGIONAL DELIVERY SYSTEM STUDENT SERVICES MEETING

FEBRUARY 7, 1992
MT. VERNON HIGH SCHOOL
11:30 A.M.

WELCOME

TECH PREP DISCUSSIONS:

Collaboration Mini Grant, Phase II — Betty Musgrave, TECH PREP Director

a. Individual School Printouts of potential TECH PREP Pool
(40th - 60th percentile 8th grade students) — Sally Cherry, Hamilton/Jefferson Testing Center

b. TECH PREP Counselors' Survey

c. Year Two TECH PREP Expectations
(TECH PREP Marketing Plan)

d. TECH PREP Course of Study Brochure
(for training Industrial Technicians)

e. Horizons, Jr.

f. Students requiring Developmental Courses

What do you need at your school to make all of this workable?

Open Discussion for input and feedback.

WRAP-UP — Sally and Betty

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
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Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

TECH PREP

TECH PREP COLLABORATION MINI GRANT, Phase II
EXECUTIVE MEETING

DATE: February 26, 1992

TIME: 11:30 A.M. - 1:30 P.M.

LOCATION: BONANZA PRIVATE CONFERENCE ROOM, BENTON, IL

PURPOSE OF MEETING:

--To review Phase II progress
--To review and revise schematic for any necessary changes for Model
--To plan Phase II completion activities
--To discuss ideas and plans for FY '93 Phase III Continuation

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

TECH PREP

Executive Collaboration on Committee Meeting
DATE: April 8, 1992
TIME: 10:00 am - 12:30
LOCATION: Franklin County ESR Testing Scoring Center

REVIEW: Phase II Accomplishments

PLAN:
Final Analysis of Local Assessments for presentation to Principals and Superintendents at Pilot Site

DISCUSS:
Phase III Objectives, Activities, and Evaluations

ASSIGN:
1. Tasks to be completed for Phase II
2. Develop tasks for a completing the writing of PhaseIII

ATTENDED BY:

DAVID BIBY, ESR Test Scoring Center: Computer Specialist
MARLA HARP, ESR Testing Scoring Center Mgr
BETTY MUSGRAVE, TECH PREP Director

Reading 7
Meeting
B Musgrove
4/8/92

TECH PREP

☒ **Collaboration TECH PREP Mini Grant, Completion Plans for Phase II**
☒ **Collaboration TECH PREP Mini Grant, FY '93 Phase III Planning**

Objectives	Activities	Persons Responsible	Completed
Language Arts (Applied Assessments)	Develop workforce oriented prompts for writing, speaking, listening and reading a) select speeches b) videos Time: 2 to 5 days predicted	Suggested persons: Jay Williams Susan Weil Jackie Miller	
Science: (applied Assessments)	- Science teachers will be meeting this summer - 11th grade is not completed State Item Bank - Comments: Sue Hoopfer (Applied ABC) Stewart Parks and Pat Sipes (Prin of Tech) brought both academic & Applied perspective to Committee (Science)	Suggested persons: Jeff Miller Linda Stevens	Concerns & Problems: to pilot applied assessments will cost more to "Code" answer sheets

BEST COPY AVAILABLE

TECH PREP

☒ Collaboration TECH PREP Mini Grant, Completion Plans for Phase II x III

☒ Collaboration TECH PREP Mini Grant, FY '93 Phase III Planning

Objectives	Activities	Persons Responsible	Completed
Math I applied Assessments Math II	- Needs to be entered into Computer test bank - needs to be piloted Need Correlations when all units are completed	Computer Specialist West Frankfort HS ? Dick Stritzel Steve Strickland Sharon Eisenhauer Sue Stahlgren (Mt Vernon teacher)	
Applied Biology/Chem	- New units need to be Correlated with local objectives	Joe Wilkerson FCR08 Sally Cherry KR008	
	- Suggested: do Correlations and discuss applied Science test Assessment items at same meeting	Marca & Betty	

BEST COPY AVAILABLE

TECH PREP

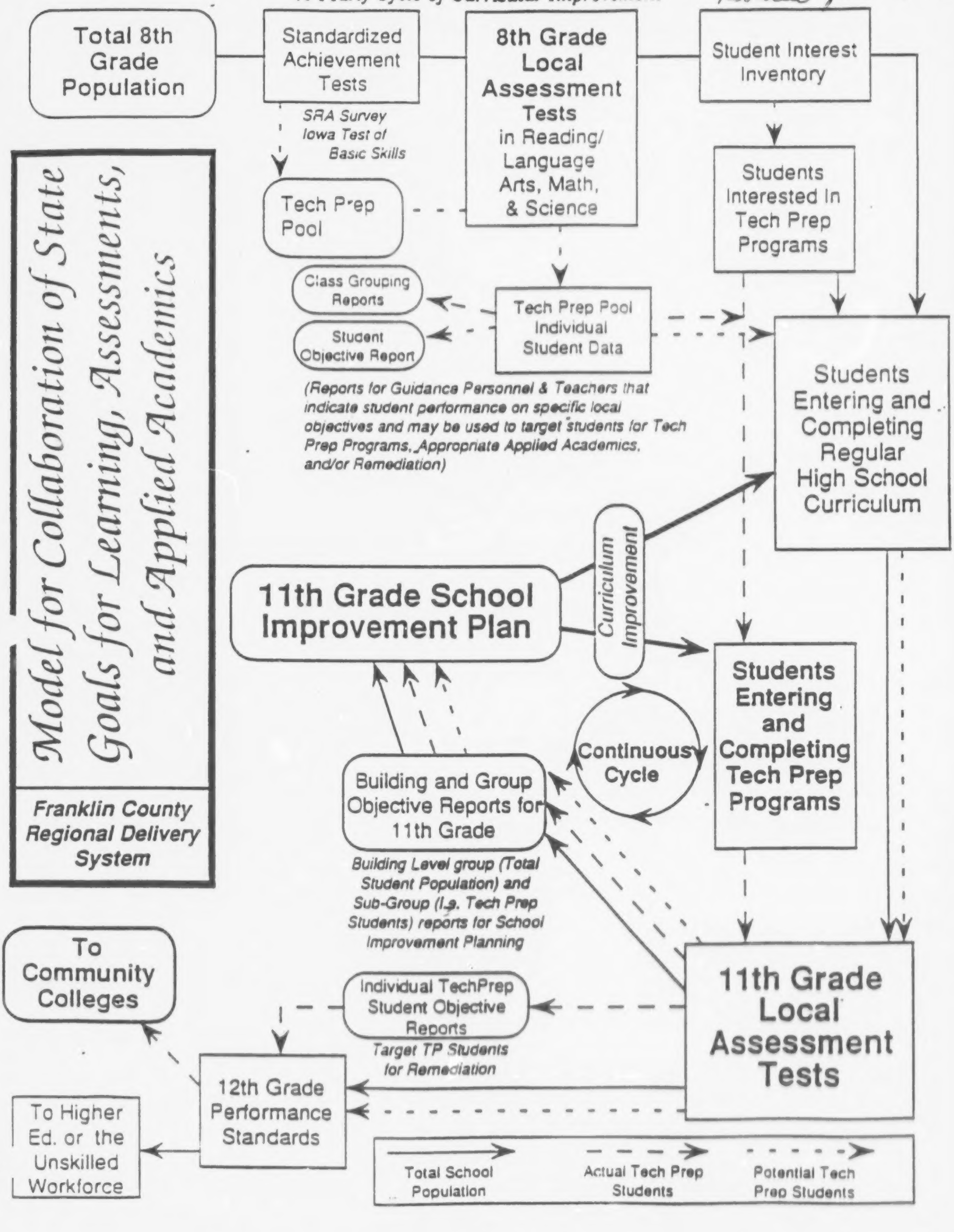
☐ Collaboration TECH PREP Mini Grant, Completion Plans for Phase II
☐ Collaboration TECH PREP Mini Grant, FY '93 Phase III Planning

Objectives	Activities	Persons Responsible	Completed
Develop a "Student" 8th grade data baseline for assessing student "performance	- Obtain TECH PREP Class enrollments FY 91-92 - Code TECH PREP Students (40th to 60th) percentile	Computer Specialist	West Frankfort H S
Follow "TECH PREP" student & Compare TECH PREP students 11th grade - test scores with non-TECH student TO determine if students gains are comparable	- Problems 8th grade Achievement tests do not Correlate with local Achievement Test - Analyzation of student baseline data needs further study	Computer Specialist	

Strategy for Tech Prep Student Identification and School Improvement

A Yearly Cycle of Curricular Improvement

Revised for FY'93


Total 8th Grade Population
Standardized Achievement Tests
SRA Survey
Iowa Test of Basic Skills
8th Grade Local Assessment Tests in Reading/ Language Arts, Math, & Science
Student Interest Inventory
Tech Prep Pool
Students Interested In Tech Prep Programs
Class Grouping Reports
Student Objective Report
Tech Prep Pool Individual Student Data
(Reports for Guidance Personnel & Teachers that indicate student performance on specific local objectives and may be used to target students for Tech Prep Programs, Appropriate Applied Academics, and/or Remediation)
Students Entering and Completing Regular High School Curriculum
Model for Collaboration of State Goals for Learning, Assessments, and Applied Academics
Franklin County Regional Delivery System
11th Grade School Improvement Plan
Curriculum Improvement
Continuous Cycle
Students Entering and Completing Tech Prep Programs
Building and Group Objective Reports for 11th Grade
Building Level group (Total Student Population) and Sub-Group (I.e. Tech Prep Students) reports for School Improvement Planning
To Community Colleges
Individual TechPrep Student Objective Reports
Target TP Students for Remediation
11th Grade Local Assessment Tests
12th Grade Performance Standards
To Higher Ed. or the Unskilled Workforce
Total School Population
Actual Tech Prep Students
Potential Tech Prep Students

TECH PREP

13. OBJECTIVE

Prior to the implementation of new Technical Preparation programs, the recruitment plan for participants, including strategies for recruiting females and minorities will be reviewed.

PROCEDURES

Review the recruitment plan for participants including strategies for recruiting females, males and minorities, prior to project implementation.

PERSONS RESPONSIBLE

Sex Equity Consultants
Minority Representatives

DUE DATE

January, 1992

EVALUATION

The recruitment plan will be evaluated by the Project Director in consultation with teachers, Regional Delivery Directors, community college staff and counselors; then submitted to the advisory board.

ABSTRACT

13. OBJECTIVE

Description of Activities

1.A.1 On August 14, 1991 the recruitment plan for recruiting TECH PREP participants, females and minorities were reviewed by Franklin County Regional Delivery System Counselors and Pat Burt, Region VI Building Fairness Coordinator, (serving as TECH PREP Advisory Committee to review this process). The acceptance of this process was very favorable with no objections. This process will be reviewed after implementations have been made in Jan/Feb. **See Attachments for Objective 12 and 13.**

1.A.2 On several occasions, Pat Burt has verbally gave very favorable comments to the way in which we are going about to recruit students.

1.A.3 Mr. Patterson, SIU Minority Engineering Department, has been invited and has accepted to attend the Advisory Board Meeting for Industrial Technicians on May 14, 1992 at West Frankfort High School Lab.

1.A.5 One important component that has been developed with the Collaboration Mini Grant is that at the **bottom of each student's National Achievement Assessment Score Sheet that is sent to the student's parents, the ESR Test Scoring Computer Specialist has programmed (with local TECH PREP site Superintendent's approval) an individualized statement at the bottom which reads: "Your (son/daughter)'s National percentile score(s) fall within a targeted range." " indicated that (he/she)may benefit from TECH PREP courses being offered." "At that (school name) High School. For more information on TECH PREP," "contact your school's Guidance Counselor."** See Attachment for sample

1.A.6 See Attachments for a Sample Form that was given to Counselors to gather information of the marketing concept of TECH PREP as to whether they had communicated to students, employers, and the public to ensure participation in and an understanding of, the program.

1.A.7 February 26, 1992 the Collaboration Committee met to review Phase II progress; review and revise schematic for any necessary changes for Model; to plan Phase II completion activities; and to discuss ideas and plans for FY '93, Phase III Continuation. It was the concensus of this group that we are even more sure that our Model is working and will be workable and transferable to other TECH PREP regions. It is a Model that is a cycle and we are still in an incomplete mode of the cycle. See Attachments for form utilized for planning.

1.A.4 On July 13-24, Rend Lake College will sponsor a TECH CAMP for females. The purpose of TECH CAMP is to develop an awareness of the principles and concepts of automation and the role of technology in today's workplace. Our counselors were urged to invite and counsel females who had shown a high interest in technology on their interest inventory assessments. Elaine Johnson, Coordinator of this project also attended our TECH PREP Advisory Committee Meetings this year for the Business Manager and Industrial Technician.

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493

TECH PREP

Serving Franklin County Regional Delivery System
Rend Lake Area Regional Delivery System and
Rend Lake College

MEETING FOR:	**Franklin County Student Services, Selected TECH PREP Advisory Members and TECH PREP Site Administrators**
DATE:	**Wednesday, August 14. 1991**
TIME:	**8:30 AM - through a working luncheon - 1:30 PM**
LOCATION:	**Benton Country Club, Benton, IL**

PURPOSE OF MEETING:
--To review the TECH PREP Course of Study
--To discuss Criteria to become a TECH PREP site
--To discuss the TECH PREP Grant for FY '92
--To review and make recommendations concerning the collaboration of State Goals for Learning, Objectives, and Local Assessment
--To analyze local school's assessments in relation to TECH PREP students, applied academics and remediation--
--To discuss how all of this fits into the School Improvement Plan
--To discuss the selection of a TECH PREP Student
--To discuss the Counselors' role in "How to make it work"

STIPENDS in the amount of $75.00 are available for counselors to attend this meeting.

OFFICE HOURS: 8:00 TO 4:00

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TECH PREP

Serving Franklin County Regional Delivery System
Rend Lake Area Regional Delivery System and
Rend Lake College

MEETING FOR: Franklin County Student Services, Selected TECH PREP Advisory Members and TECH PREP Site Administrators

DATE: Wednesday, August 14, 1991

TIME: 8:30 AM - through a working luncheon - 1:30 PM

LOCATION: Benton Country Club, Benton, IL

ATTENDANCE SHEET

Name	Mailing Address	Soc. Sec. #	School
RAYMOND M. WEISER	901 MAPLE ST ZEIGLER	335-34-7151	Z-R UNIT
Richard W. Cole	R.R.3, Box 198, Thompsonville, Il	354-34-1432	Benton
Chuck Smith	1303 Hemlock Dr., Marion, IL 62959	334-36-2713	Frankfort High
Mark Bradley	4211 Sassafras, Mt. Vernon, IL 62864	355-48-8553	T'Ville High

Mark Harp - consultant
Pat Brett Advisory Committee, Tech Prep

Betty [illegible] — [illegible]
Joe Dickerson — System Director, Franklin Co Reg Del System

SIU

Southern Illinois University at Carbondale
Carbondale, Illinois 62901-6603

Minority Engineering Program
College of Engineering and Technology
618-536-2463

May 18, 1992

Ms. Betty Musgrave
Tech Prep Director
c/o Barry Kohl, Reg. Supt.
202 W. Main
Benton, IL 62812

Dear Ms. Musgrave:

As a member of the Tech Prep Advisory Board, I have been impressed with the progress of the program and the accomplishments of its students.

In my capacity serving minority students, Tech Prep will be a significant part of training to those students who are not ready for a college curriculum for whatever reason. I also see it as a vehicle to eliminate some of the psychological barriers that minority students have toward technical careers.

I am looking forward to the continued growth of the program. Anything I can do to help, do not hesitate to call.

Best wishes,

Johnny B. Patterson, Jr.
Director

JBP:km

```
  00 IF CH$ = "SON" THEN CH = 1
 310 IF CH$ = "DAU" THEN CH = 2
3320 IF CH$ = "CHI" THEN CH = 3
3330 CH$(1) = "SON"
3331 CH$(2) = "DAUGHTER"
3332 CH$(3) = "CHILD"
3333 CC$(1) = "HE"
3334 CC$(2) = "SHE"
3335 CC$(3) = "HE/SHE"
"YOUR (SON/DAUGHTER/CHILD)'S NATIONAL PERCENTILE SCORE(S) FALL WITHIN A TARGETED
RANGE"
"THAT INDICATES THAT (HE/SHE/HE/SHE) MAY BENEFIT FROM TECH PREP COURSES BEING
OFFERED"
"AT (SCHOOL'S NAME) HIGH SCHOOL.  FOR MORE INFORMATION ON TECH PREP,"
"CONTACT YOUR SCHOOL'S GUIDANCE COUNSELOR."
```

TECH PREP

SYSTEM ____________________
SCHOOL ____________________
COUNSELOR ____________________
SUPERINTENDENT ____________________

YEAR TWO TECH PREP EXPECTATIONS

In addition to all year one requirements TECH PREP projects, at a minimum must address the following elements during the second year of funding:

> **6. The concept of TECH PREP will be clearly communicated to students, employers, and the public to ensure participation in, and an understanding of, the program.**

	ACTIVITIES	EVALUATION EVIDENCE	RECEIVED
a. Develop written, visual and/or audio marketing materials consistent with the statewide effort) to communicate the TECH PREP concept/program to the general public.			

TECH PREP

SYSTEM ______________________________
SCHOOL ______________________________
COUNSELOR ______________________________
SUPERINTENDENT ______________________________

YEAR TWO TECH PREP EXPECTATIONS

In addition to all year one requirements TECH PREP projects, at a minimum must address the following elements during the second year of funding:

6. The concept of TECH PREP will be clearly communicated to students, employers, and the public to ensure participation in, and an understanding of, the program.

b. Develop a written marketing plan for TECH PREP using the developed materials.	**ACTIVITIES**	**EVALUATION EVIDENCE**	**RECEIVED**

TECH PREP

SYSTEM ____________________
SCHOOL ____________________
COUNSELOR ____________________
SUPERINTENDENT ____________________

YEAR TWO TECH PREP EXPECTATIONS

In addition to all year one requirements TECH PREP projects, at a minimum must address the following elements during the second year of funding:

6. The concept of TECH PREP will be clearly communicated to students, employers, and the public to ensure participation in, and an understanding of, the program.

	ACTIVITIES	EVALUATION EVIDENCE	RECEIVED
c. Show evidence of the various audiences to whom TECH PREP has been marketed. Audiences should include students, parents and potential employers.			

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

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TECH PREP

TECH PREP COLLABORATION MINI GRANT, Phase II
EXECUTIVE MEETING

DATE: **February 26, 1992**

TIME: **11:30 A.M. - 1:30 P.M.**

LOCATION: **BONANZA PRIVATE CONFERENCE ROOM, BENTON, IL**

PURPOSE OF MEETING:

--To review Phase II progress
--To review and revise schematic for any necessary changes for Model
--To plan Phase II completion activities
--To discuss ideas and plans for FY '93 Phase III Continuation

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

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FAX (618) 435-2861

TECH PREP

Executive Collaboration on Committee Meeting
DATE: April 8, 1992
TIME: 10:00 am - 12:30
LOCATION: Franklin County ESR Testing Scoring Center

REVIEW: Phase II Accomplishments

PLAN:
Final Analysis of Local Assessments for presentation to Principals and Superintendents at Pilot Site

DISCUSS:
Phase III Objectives, Activities, and Evaluations

ASSIGN:
1. Tasks to be completed for Phase II
2. Develop tasks for a completing the writing of PhaseIII

ATTENDED BY:

DAVID BIBY, ESR Test Scoring Center: Computer Specialist
MARLA HARP, ESR Testing Scoring Center Mgr
BETTY MUSGRAVE, TECH PREP Director

Development of A Model for Collaboration of State Goals for Learning, Assessments and Applied Academics, Phase II

Introduction for Phase II

The following project is currently in process with the Franklin County Regional Delivery System. The TECH PREP Grant recipients are requesting additional TECH PREP funds to plan for implementation of the Collaboration of State Goals for Learning, Assessments and applied Academics, Phase II to introduce and expand this same concept for a model to fit the local schools and/or Region for the Rend Lake Area Regional Delivery Systems' two TECH PREP sites and to complete the cycle for complete implementation of Phase I for the Franklin County Regional Delivery System. This will begin the unification of the initiatives of the TECH PREP Grant. The original project is included for clarification and continuity.

Overview and Continuation for Implementation of Phase II for Franklin County Regional Delivery System High Schools

The six high school districts in Franklin County have worked in a cooperative manner to develop local learning objectives to meet the State Goals for Learning in the mandated areas of language arts, math and science. Local assessment instruments, both paper/pencil and performance-based, **have and are being developed cooperatively in FY 92 to complete the ISBE mandated cycle of phase in** to assess these common learner objectives. In order to assure that the integration of identified applied academic objectives is contained in the school curricula and assessment systems, the Franklin County Educational Service Region, through collaboration with the TECH PREP Grant, the Franklin County Regional Delivery System and each of the county high schools, proposes to facilitate the following multi-fold approach:

Project Continuation Objectives for Phase II for Franklin County Regional Delivery System High Schools

1. Orient Superintendents, Principals, Counselors and other teachers of the FY '91 Phase I activities which involved a committee of academic and vocational teachers who met and did a correlation of State Goals for Learning, State and Local Assessments with Applied Mathematics, Applied Communication, Principles of Technology and Applied Biology/Chemistry. In the area of Mathematics and Language Arts (Reading portion) teachers reviewed and analyzed local assessments for the inclusion of Applied Academic test items.

2. In the area of Language Arts: implement Activities 5-11 from the Strategies for Implementation Chart.

   5. Correlate Applied Academic Test Items with LAP Objectives
   6. Assess Validity/Bias of Applied Academic Items
   7. Assess Validity/Bias of Local Assessment Instruments
   8. Administer Assessment Instruments
   9. Score, Report, Tract Assessment Data
   10. Analyze Assessment results for School Improvement Plan (SIP)
   11. Formulate SIP Activities Correlated to Item/Module/Objective/Activity

3. In the area of Mathematics continue the cycle with implementation of Activites 10-12 from the Strategies for Implementation Chart.

   10. Score, Report, Track Assessment Data
   11. Analyze Assessment results for School Improvement Plan
   12. Formulate SIP Activities Correlated to Item/Module/Objective/Activity

4. In the area of Science continue the cycle with implementation of Activities 5-11 from the Strategies for Implementation Chart.

   5. Correlate Applied Academic Test items with LAP Objectives
   6. Assess Validity/Bias of Applied Academic Items
   7. Assess Validity/Bias of Local Assessment Instuments
   8. Administer Assessment Instruments
   9. Score, Report, Track Assessment Data
   10. Analyze Assessment results for School Improvement Plan
   11. Formulate SIP Activities Correlated to Item/Module/Objective/Activity

5. Executive Collaboration Committee meet and analyze data results for review and revisions.

6. Executive Collaboration Committee meet for developing dissemination Models to be distributed throughout the State and prepare materials for presentations.

Project Objectives for Rend Lake Area Regional Delivery System for Vocational Education

1. Utilizing a committee approach, academic and vocational teachers involved will meet to compare and integrate local learner objectives with respect to applied academics and the Illinois State Goals for Learning.

2. As a follow-up to committee meetings, local assessment instruments will be reviewed and analyzed for inclusion of applied academic test items in the curriculm areas of mathematics, science, and communications.

3. During the annual assessment of district goals, results will be tabulated both for each school's overall populations and for a group of identified students that meet the criteria for a TECH PREP program. These assessment results will be utilized in the formulation of the annual school improvement plans.

4. Executive Collaboration Committee will meet to analyze and compare results with Franklin County Regional Collaboration Model.

5. Executive Collaboration Committee will meet to develop the Local Model for dissemination and prepare materials for presentations.

Impact and Evaluation

Several different approaches will be utilized to gain data as to the effectiveness of each objective. Impact will be measured by the following criteria:

A. Increase in class time spent on applied academic instruction.
B. Increase the number of teachers utilizing applied teaching methods.
C. Long-range improvement in student performance as evidence by increased scores on assessments.
D. Data reports will show students who are deficient in meeting the local objectives
E. Data reports will show students who are in need of remediation
F. **Data reports will be evidence to Superintendents, Principals, Counselors and teachers that specific students could benefit from Applied Academics because of the Correlations showing specific Item/Module/Objective/Activity from the Applied Academics that correlate to the Local Objectives and Local Assessments. Thus, the recommendation would be from the Collaboration Committee to offer these activities to the specific student for Student Improvement and/or Remediation.**

Project Evaluation

Completed products comprised by the following will also serve as evaluation for this project:

A. Completed and usable written **complete cycle outline** of the processes used to compare local learner objectives with applied academics.

B. An outline of the **complete cycle of process** as well as the hard data utlized to tract the progress of the TECH PREP Student.

C. An outline of the **complete cycle of process** for the inclusion of Applied Academics into the School Improvement Plan.

As a result of this project, DAVTE will have a working Regional and Local model of ways to integrate the applied academics into the school improvement process already in place in Illinois school districts. This integration process will include the correlation of applied academics to the State Goals for Learning and the Local Learning Objectives as well as the assessment systems. Successful evaluations of this program may suggest possible strategies to be recommended for other TECH PREP programs in the State of Illinois.

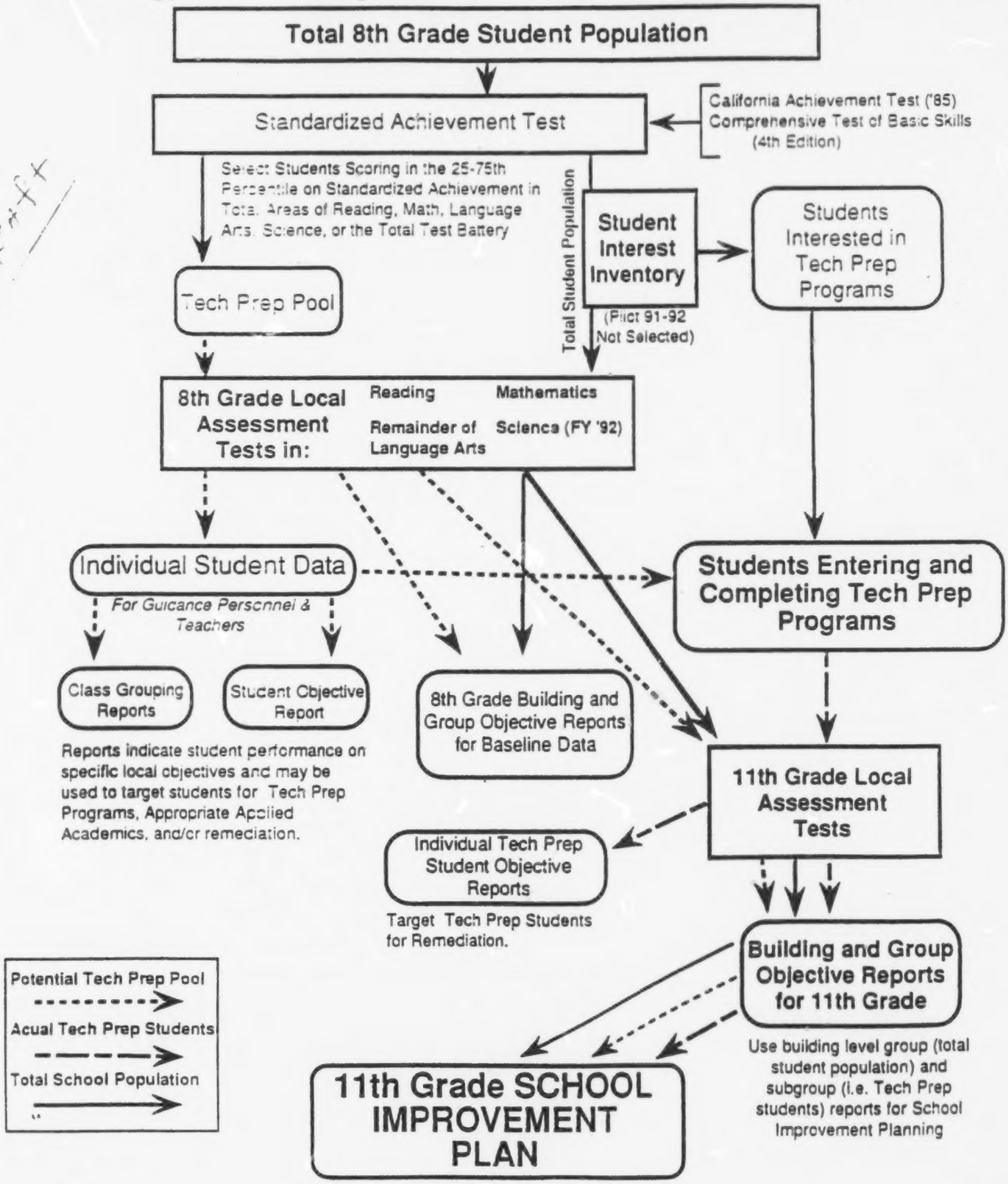
In order to implement the above outlined process, the Franklin County Educational Service Region and the TECH PREP serving Franklin County Regional Delivery System, Rend Lake Area Regional Delivery System and Rend Lake College are seeking additional funds to support continuation of this pilot project for implementation to complete the Development of a Regional Model for Collaboration of State Goals for Learning, Assessments and Applied Academics, Phase II and to begin the cycle for Development of a Local Model for Collaboration of State goals for Learning, Assessments and Applied Academics.

Tech Prep for the Rend Lake Area Regional Delivery System

Development of a Model for Collaboration of State Goals for Learning, Assessments and Applied Academics

A Strategy for Tech Prep Student Identification & School Improvement

Draft


Total 8th Grade Student Population
Standardized Achievement Test
California Achievement Test ('85)
Comprehensive Test of Basic Skills (4th Edition)
Select Students Scoring in the 25-75th Percentile on Standardized Achievement in Total Areas of Reading, Math, Language Arts, Science, or the Total Test Battery
Total Student Population
Student Interest Inventory
(Pilot 91-92 Not Selected)
Students Interested in Tech Prep Programs
Tech Prep Pool
8th Grade Local Assessment Tests in:
Reading
Mathematics
Remainder of Language Arts
Science (FY '92)
Individual Student Data
For Guidance Personnel & Teachers
Students Entering and Completing Tech Prep Programs
Class Grouping Reports
Student Objective Report
8th Grade Building and Group Objective Reports for Baseline Data
11th Grade Local Assessment Tests
Reports indicate student performance on specific local objectives and may be used to target students for Tech Prep Programs, Appropriate Applied Academics, and/or remediation.
Individual Tech Prep Student Objective Reports
Target Tech Prep Students for Remediation.
Building and Group Objective Reports for 11th Grade
Use building level group (total student population) and subgroup (i.e. Tech Prep students) reports for School Improvement Planning
Potential Tech Prep Pool
Acual Tech Prep Students
Total School Population
11th Grade SCHOOL IMPROVEMENT PLAN

Achievement & Local Assessment Test Results for Tech Prep Identification and School Improvement

The following reports can be used to assist in potential Tech Prep student identification:

A. Class List Report

This report lists achievelemt test data for the identified potential Tech Prep pool of students. This group is comprised of those who scored between the 25th and 75th percentile on their school's 8th grade achievement test total scores in the area(s) of Reading, Mathematics, language Arts, Science or Total Test score. The Total Test score includes Reading, Language and Mathematics.

B. Class Grouping Report

This report groups the students selected in the Tech Prep pool from their achievement test according to how they performed (mastery/partial mastery/non-mastery) on each objective of their 8th grade local assessment test.

C. Student Objective Report

This report shows each Tech rep pool student's performance (mastery/partial/non-mastery) on their 8th grade local assessment test. This may be used for specific placement of a student according to individual strengths or weaknesses.

The following reports can be used to evaluate programs and to formulate School Improvement Plans:

D. Building Objective Report (Building)

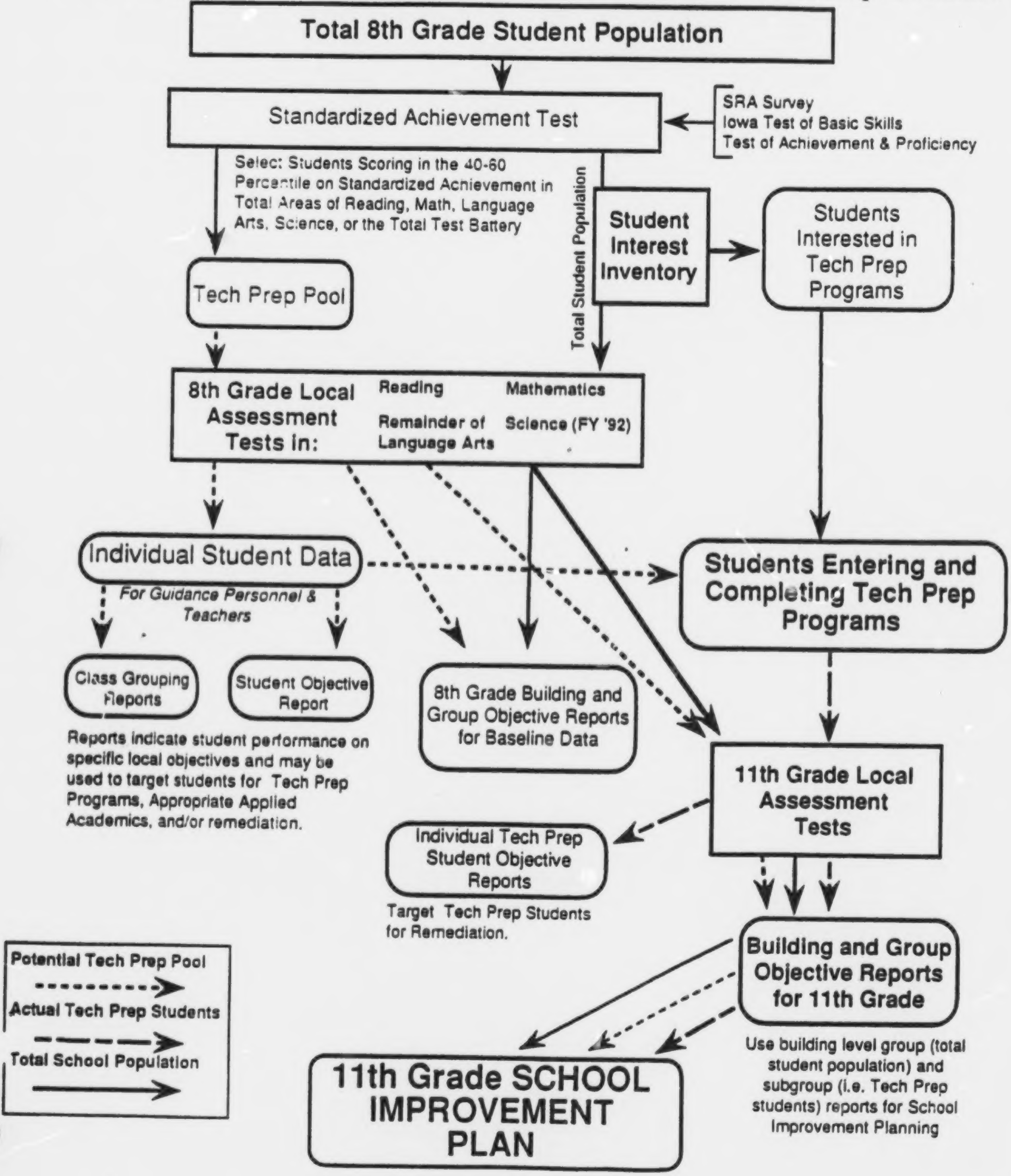
E. Building Objective Report (Tech Prep Students)

This report summarizes group performance (Percent of student mastery) of each objective on the group's local assessment test. Comparison of reports for the entire building with that of Tech Prep styudnets may indicate strengths or weaknesses in the standard curriculum or Tech Prep curriculum.

Tech Prep for the Franklin Co. Regional Delivery System

Development of a Model for Collaboration of State Goals for Learning, Assessments and Applied Academics

A Strategy for Tech Prep Student Identification & School Improvement


Total 8th Grade Student Population
Standardized Achievement Test
SRA Survey
Iowa Test of Basic Skills
Test of Achievement & Proficiency
Total Student Population
Student Interest Inventory
Students Interested in Tech Prep Programs
Tech Prep Pool
8th Grade Local Assessment Tests in:
Reading
Mathematics
Remainder of Language Arts
Science (FY '92)
Individual Student Data
For Guidance Personnel & Teachers
Students Entering and Completing Tech Prep Programs
Class Grouping Reports
Student Objective Report
8th Grade Building and Group Objective Reports for Baseline Data
11th Grade Local Assessment Tests
Individual Tech Prep Student Objective Reports
Building and Group Objective Reports for 11th Grade
11th Grade SCHOOL IMPROVEMENT PLAN
Potential Tech Prep Pool
Actual Tech Prep Students
Total School Population

Select: Students Scoring in the 40-60 Percentile on Standardized Achievement in Total Areas of Reading, Math, Language Arts, Science, or the Total Test Battery

Reports indicate student performance on specific local objectives and may be used to target students for Tech Prep Programs, Appropriate Applied Academics, and/or remediation.

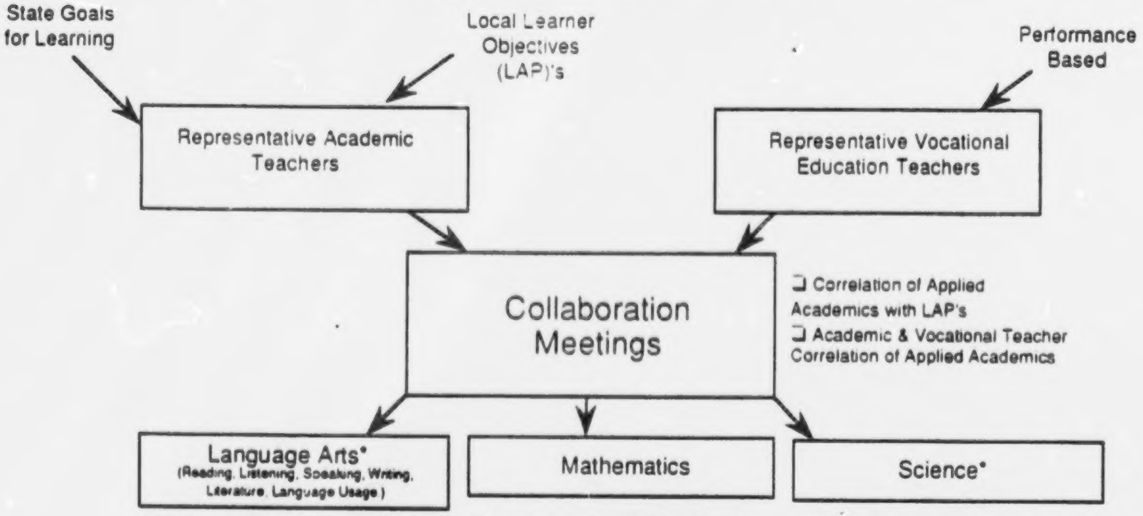
Target Tech Prep Students for Remediation.

Use building level group (total student population) and subgroup (i.e. Tech Prep students) reports for School Improvement Planning

Tech Prep for the Franklin Co. Regional Delivery System

Development of a Model for Collaboration of State Goals for Learning, Assessments and Applied Academics

Strategies for Implementation


State Goals for Learning
Local Learner Objectives (LAP)'s
Performance Based
Representative Academic Teachers
Representative Vocational Education Teachers
Collaboration Meetings
❏ Correlation of Applied Academics with LAP's
❏ Academic & Vocational Teacher Correlation of Applied Academics
Language Arts* (Reading, Listening, Speaking, Writing, Literature, Language Usage)
Mathematics
Science*

Language Arts*

1. Become Familiar with both LAP and Applied Communications.
2. Scope & Sequence Local Curriculum
3. Correlate Scope & Sequence with LAP's
4. Correlate Applied Academic Materials with Local LAP's
5. Correlate Applied Academic Test Items with LAP Objectives
6. Assess Validity/Bias of Applied Academic Items
7. Assess Validity/Bias of Local Assessment Instruments
+8. Administer Assessment Instruments
+9. Score, Report, Track Assessment Data
10. Analyze Assessment results for School Improvement Plan.
11. Formulate SIP Activities Correlated to Item/Module/Objective/Activity

These Activities Were Done in Reading Only During FY91

Mathematics

1. Become Familiar with both LAP and Applied Mathematics.
2. Scope & Sequence Local Curriculum
3. Correlate Scope & Sequence with LAP's
4. Correlate Applied Academic Materials with Local LAP's
5. Identify Applied Mathematics Items for Inclusion in 1992 local mathematics assessment.
6. Correlate Applied Academic Test Items with LAP Objectives
7. Assess Validity/Bias of Applied Academic Items
8. Assess Validity/Bias of Local Assessment Instruments
+9. Administer Assessment Instruments
+10. Score, Report, Track Assessment Data
11. Analyze Assessment results for School Improvement Plan.
12. Formulate SIP Activities Correlated to Item/Module/Objective/Activity

Science*

1. Become Familiar with both LAP and Applied Biology/Chemistry and Principles of Technology.
2. Scope & Sequence Local Curriculum
3. Correlate Scope & Sequence with LAP's
4. Correlate Applied Academic Materials with Local LAP's
5. Correlate Applied Academic Test Items with LAP Objectives
6. Assess Validity/Bias of Applied Academic Items
7. Assess Validity/Bias of Local Assessment Instruments
(Principles of Technology teacher was involved in development of performance-based science local assessment.)
+8. Administer Assessment Instruments
+9. Score, Report, Track Assessment Data
10. Analyze Assessment results for School Improvement Plan.
11. Formulate SIP Activities Correlated to Item/Module/Objective/Activity

Note The Following:
FY 91 Activities (All Sites)
FY 92 Activities (All Sites)
FY 91 Activities (Pilot Sites) - All others in FY 92

+ See the accompanying chart "Strategies for Identification of the Tech Prep Student" for details.

* Due to the ISBE assessment schedule, only local assessments of Mathematics and the Reading portion of Language Arts have been implemented through FY91 in grade 11. The remainder of language arts in grade 11 and science in grades 3, 6, 8, & 11 are scheduled to be assessed during FY 92.

TECH PREP

☐ Collaboration TECH PREP Mini Grant, Completion Plans for Phase II
☐ Collaboration TECH PREP Mini Grant, FY '93 Phase III Planning

Objectives	Activities	Persons Responsible	Completed

Tech Camp

July 13 - 24, 1992

Rend Lake College

Hurry!
Deadline
to apply is
May 15.

Learn the fun way . . . by doing!

This is the second year Rend Lake College will offer an all-expenses paid summer Tech Camp for qualified high school females!* The purpose of Tech Camp is to develop an awareness of the principles and concepts of automation and the role of technology in today's workplace.

Two sections will be held, 8:30 a.m. - 12:00 p.m. and 1:00 - 4:30 p.m. Each class will be limited to 12 students, two selected from each high school.

Topics to be included:

- Introduction to computers
- LOGO programming
- Computer interfacing
- Robotics
- Computer-aided drafting

For more information, contact your high school counselor, or call Elaine Johnson at Rend Lake College, 437-5321, Ext. 356.

REND LAKE COLLEGE

* One year of high school algebra required.

Sponsored by Building Fairness, State Board of Education.

APPLICATION FORM

Tech Camp

July 13 - 24, 1992
Rend Lake College

Name ____________________

Address ____________________

City ____________ State ____________ Zip ________

School ____________________

Grade Level ____________ Grade Point Average ____________

Math Classes Taken ____________________

Vocational Classes Taken ____________________

Please return to your high school counselor by May 15, 1992.

REND LAKE COLLEGE

FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM

TECH PREP

serving
Franklin Co. Regional Delivery System
Rend Lake Area Regional Delivery System and
Rend Lake College

ARTICULATION AGREEMENT

TERMS AND CONDITIONS FOR THE ARTICULATION OF CORD'S APPLIED MATHEMATICS I AND II AND REND LAKE COLLEGE MATH 1201 TECHNICAL MATHEMATICS

Based upon the mutual concern for the needs of students pursuing the TECH PREP Course of Study for training **Industrial Technicians** through a sequenced secondary Program of Study and in an effort to provide a continuing articulated program that builds on past learning experience and eliminates unnecessary duplication of instruction, the following are agreements to which we mutually subscribe:

1. Students who have fulfilled the learning outcome objectives within the College's identified specialty area, as evidenced by successful completion of the final examination of the secondary level with an A or B grade will be recognized for credits in the Industrial Service program at Rend Lake College. These credits will apply toward the Associate in Applied Science degree program.

Secondary Courses:		Postsecondary Course Articulated
CORD's Applied Mathematics I and **CORD's Applied Mathematics II**	=	**MATH 1201 Technical Mathematics** **3 Credit Hours**

2. Applicants for credit must meet all Rend Lake College admission requirements and be enrolled/ registered students in good standing with Rend Lake College. **Credits(s) will be directly applied toward the Associate Degree in Industrial Service program at Rend Lake College.** Credit can be applied toward other programs as requested and approved on an individual basis.

3. Should a student intending to receive credit under this agreement fail to make satisfactory progress in the next higher level course (if any), the student may be required to transfer back to a lower level course at the discretion of the Rend Lake College faculty.

4. In order for credit to be granted, the student must enroll at Rend Lake College within twenty-four months following high school graduation or the completion of the specified secondary course and final examination.

5. This agreement will be in effect for the 1992-93 academic year and is subject to review and renewal in the month of February of each year thereafter. Either party many withdraw from the agreement given one (1) year's notice.

Community College District #521

Rend Lake College

Larry Williams

Division Chairperson

7/27/92

Date

Vice President for Instruction

7/27/92

Date

Franklin Co. Reg. Del. System

TECH PREP

Betty J Musgrave

TECH PREP Director

7/27/92

Date

Barry Kohl

Chairman of Board of Control

7/27/92

Date

REND LAKE COLLEGE

FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM

TECH PREP
serving
Franklin Co. Regional Delivery System
Rend Lake Area Regional Delivery System and
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Franklin Co. Reg. Del. System

TECH PREP

Bettie J Musgrave

TECH PREP Director

7/27/92

Date

Barry Kohe

Chairman of Board of Control

7/27/92

Date

REND LAKE COLLEGE
INA, ILLINOIS 62846
AREA CODE 618 437-5321

July 21, 1992

Mrs. Betty Musgrave
Director, TECH PREP Grant
202 West Main
Benton, IL 62812

Dear Betty:

The enclosed brochure is all we have to verify Capstone agreement with S.I.U.

Sincerely,

Carroll

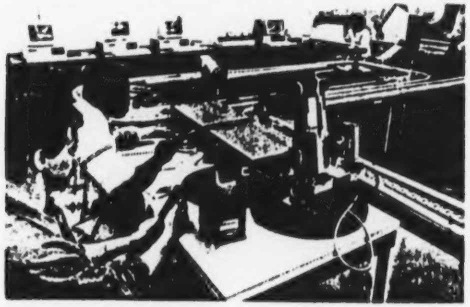
Carroll Turner, Dean
Vocational-Technical Education

jr

Enclosure

Capstone Program Option. The Industrial Technology Capstone Program Option makes it possible for students who hold associate in applied science (A.A.S.) degrees to complete bachelor of science degree requirements in 60 semester hours of credit beyond the associate degree. Students in most technical and industrial A.A.S. programs who graduate with a 2.25/4.00 grade point average as calculated by SIUC are eligible to apply for this program.

Professional and Student Organizations. Participation in professional organizations can strengthen educational opportunities, improve leadership skills, and establish a lifelong network of friendships and professional relationships. Of special interest to industrial technology students is the Society of Manufacturing Engineers, SME's largest student chapter. Professionally-oriented IT students may also join Blacks in Engineering and Allied Technologies, which is affiliated with both the National Society of Black Engineers and National Technical Association, and the Society of Women Engineers (SWE). In addition, there are some 300 other registered student organizations on the SIUC campus in which students can make friends and share interests, hobbies, and activities.



AND THAT'S NOT ALL

Job Opportunities. Employment prospects for graduates prepared for technical management positions in industry are very good. Federal statistics show that the need for technologists during the next decade will be substantial, with a continuing demand for women and minority graduates.

On-Campus Recruitment. Engineering and Technology Career Day, sponsored by the University Placement Center, gives students a chance to meet and interview with employers specifically interested in hiring technical professionals. Such employers as McDonnell Douglas, AT&T Bell Laboratories, Northrop, Frito-Lay, Olin, Kerr-McGee, Caterpiller, Norge, Motorola, Illinois Power, Underwriters Laboratories, and Advanced Technology Services have recently been on campus to conduct interviews.

Weekend and Off-Campus Programs. A special weekend-format industrial technology program has been designed for the convenience of working adults, allowing students to complete their major course work within 26 months by attending classes only on weekends. This program is offered on the University's Carbondale campus, as well as at 25 military bases and industrial sites across the United States, in England, and in Germany.

Advanced Degrees. The presence of graduate and professional programs at the University directly benefits undergraduates by the caliber of faculty, equipment, facilities and research projects they attract. Many students who were once intent on a bachelor's degree and a job have found it to their advantage to return to school for an advanced degree. Other students find that a technical degree is excellent preparation for a career in law, business, or medicine.

SIUC's new master's degree program in manufacturing systems focuses on the applications of computers and robotics in manufacturing. Its goal is to develop professionals capable of designing and implementing modern manufacturing systems to increase productivity and improve product quality. The University also offers graduate programs in such related fields as civil engineering, electrical engineering, mechanical engineering, mining engineering, engineering science, computer science, mathematics, physics, occupational education, and business administration.

Morris Library. Early in their academic careers, students learn the importance of a university library. SIUC's Morris Library is a major research facility, with holdings of over 2 million volumes, 2.4 million units of microfilm, and 14,000 current periodical subscriptions. An open-stack library, Morris is accessible to all students and a valuable resource to students in science and technology.

For further information, please write or call:

Dr. James L. Evers, Associate Dean
College of Engineering and Technology
Southern Illinois University at Carbondale
Carbondale, IL 62901-6603
618-453-4321

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Industrial Technology

The industrial technology program provides students with an understanding of both the technical and the business aspects of manufacturing, preparing them for a wide range of managerial responsibilities in industry. Graduates of the program find employment with manufacturers of all kinds, from aircraft to semiconductor to consumer products companies. The average starting salary for recent SIUC industrial technology graduates, according to figures compiled by the University Placement Center for 1988, was $26,585.

Southern Illinois University at Carbondale was one of the first universities in the United States to offer bachelor's degrees in industrial technology. The program is fully accredited by the National Association of Industrial Technology. With outstanding facilities for the study of robotics and computer-aided manufacturing, SIUC maintains its role as one of the leading universities in this field.

WHAT WE OFFER

Curriculum

The industrial technology program offers a concentrated course of study leading to a bachelor of science degree. The management-oriented technical curriculum is built on a balanced program of studies related to manufacturing. Students develop a sound understanding of industrial materials, production processes, technical management, and labor relations. The program is grounded in the University's comprehensive general education requirements, which include courses in oral and written communications, the humanities, the social sciences, mathematics, and the physical sciences.

Industrial technology course work provides students with the skills that will permit them to resolve technical, managerial, and production problems on the job. Typical courses include computer-aided manufacturing, quality control, motion and time study, materials handling and plant layout, industrial safety, cost estimating, and production and inventory control.

SIUC's industrial technology graduates fill many different positions in industry. Typical job titles for newly hired graduates include manufacturing engineer, methods engineer, production planner, tool engineer, safety engineer, customer engineer, quality control manager, plant supervisor, systems analyst, purchasing manager, process engineer, consumer marketing manager, production control manager, personnel manager, and maintenance department manager.

Diversity

Besides industrial technology, the College of Engineering and Technology offers bachelor's degree programs in civil, electrical, mechanical, and mining engineering and in civil, electrical, and mechanical engineering technology, all fully accredited by the Accreditation Board for Engineering and Technology (ABET). While the industrial technology program combines technical and business management skills, the engineering technology programs stress the practical application of technical principles. The engineering programs are more theoretical.

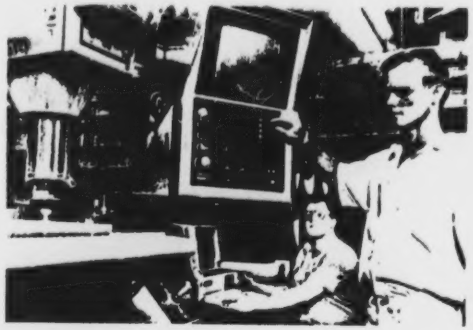
Technically oriented SIUC students can also earn bachelor of science degrees in advanced technical studies, electronics management or vocational education studies, a stepping stone to a career in industrial education and training. Some students find that their talents and career goals lie in the strictly technical or in the theoretical approach to problem solving. At SIUC, students have the choice.

WHY SIUC?

Flexibility. The industrial technology program offers more elective options than almost any SIUC major. Students who have completed many Associate in Applied Science (A.A.S.) degree programs can enter the industrial technology program and earn a bachelor of science degree within two academic years. The industrial technology program also offers options of special significance to students who are employed full-time, including credit for relevant work experience and independent study credits that can effectively reduce the amount of time spent in the classroom.

Accreditation. SIUC's industrial technology program is fully accredited by the National Association of Industrial Technology (NAIT). It was one of the first industrial technology programs in the United States to become accredited and has been continuously accredited longer than any other industrial technology program in the country.

Laboratories. A number of highly specialized laboratories in the modern three-building Technology complex help Industrial Technology students gain experience in industrial robotics, computer-aided design (CAD), computer-aided manufacturing, industrial processes, and motion and time study.



Computer Support. The College of Engineering and Technology maintains an excellent computer laboratory for student use. The lab is equipped with a PRIME 9955 computer and a PRIME 750 minicomputer, and the college is connected with the University's central computing network. Ninety terminals and microcomputers, 12 with graphic capabilities, are available for use. Terminals, many with mainframe access, are being installed at convenient locations across campus, including a number of University residence halls.

Practical Experience. Close ties between SIUC and regional industry offer industrial technology students many opportunities to apply their theoretical understanding to the real world problems. They may gain practical experience through class projects or industrial internships, many of them paid.

TECH PREP

14. OBJECTIVE

Review the plan for employment placement (including commitments from employers) and articulation agreements for Baccalaureate transfers of students.

PROCEDURES

Review revisions of the comprehensive plan for employment placement and Baccalaureate transfer of Technical Preparation graduates for the Industrial Technician and for newly planned Business Management and Engineering Technology programs.

PERSONS RESPONSIBLE

Representatives from Illinois Job Service and College Placement
High School Guidance Personnel

DUE DATE

May, 1992

EVALUATION

Evaluate the Plan for employment and Baccalaureate transfer.

ABSTRACT

14. OBJECTIVE

Description of Activities

1.A.1 See Objective 13 for Model of a Strategy for recruitment of TECH PREP Student Identification & School Improvement. This Model was developed with mini grant Collaboration funds and will be reviewed for the inclusion of strategies for recruiting females and minorities after implementation of this model and before recruitment will begin for the newly developed programs for FY '93. Additional advisory persons will be added to the current TECH PREP Advisory Committee for reviewing purposes.

1.A.2 A TECH CAMP sponsored by a Building Fairness Project of the Rend Lake Community College will also be implemented this 'FY 92' Summer for the purpose of recruitment of females and minorities into the TECH PREP programs. See Attachments in Objective 13

1.A.3 On May 14, 1992 the Advisory Committee for Developing the Industrial Technician Course of Study has been invited to attend a "Show and Tell" type meeting at West Frankfort High School Principles of Technology Lab. These students have been highlighted by the Lieutenant Governor's Office and also have just returned from the State Capitol where they were asked to demonstrate activities they have done in TECH PREP Principles of Technology and Electronics Classes. It is our hope that in having the Business and Industry Industrial Technology Advisory Committee in to see the students' demonstrate what they have learned, we will be able to then push for a continued support and committment for placement later on. Reports will follow on this important meeting hopefully for committment. See Attachments for the invitation letters that were sent and a form asking for committment from Business and Industry. One letter from the Mr. Patterson, SIU Minority Engineering Department has written a letter of support for our TECH PREP efforts; one business and industry CEO is talking with Vocational Dean Turner about the structuring of a TECH PREP Scholarship when his home town Benton High School becomes a TECH PREP site FY '92-93. We must not give up hope, support from our local businesses will come when the economy gets better for them. Everyone seems to be in a survival mode.

1.A.4 One Drafting/CAD Instructor's Solution to obtaining: WORKBASED LEARNING EXPERIENCES for his students.

Mr. Larry Manker, Drafting/CAD Instructor at Mt. Vernon High School, has a very workable way for his students to obtain work-based learning experiences in his Drafting/CAD classes. The TECH PREP Director has obtained his permission to include his plan and promote his ideas to other TECH PREP sites for obtaining work-based learning. See attachments for his DRAFTING " SPRING EXPERIENCE A BIG PLUS" and also his Evaluation Form for Student Learning that he uses. At our next articulation meeting for drafting /cad Instructors, Mr. Manker will be asked to address the group and explain his solution for his students to obtain workbased learning experiences. We commend Mr. Manker for his initiatives and we will be promoting this as one alternative method for obtaining workbased learning experiences for our TECH PREP students.

1.A. In our depressed economy in Southern Illinois, with the closing of World Color Press in Mt. Vernon, and unemployment ranging as high as 25% in one of our counties, it has been very difficult to obtain a committment for placement of students for a long-range program. Our brochure has been very impressive to our Business Advisors. One advisor for the Engineer Technician, looked at the brochure for the Industrial Technician and said, "bring me one of your graduates from this program and I will hire them!" This was music to our ears! We just need many more like him. One problem, he is almost too far for students to drive to work.

ABSTRACT

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1.A.5 See attachments for Illinois Department of Employment Security Program and Planning Bureau. Economic Information and Anaylsis for Unemployment Status in Franklin, Hamilton, Jefferson and Perry Counties. It is very difficult to place our students in any kind of paying position, when so many adults are out of employment.

1.A.6 ARTICULATION - Delays

See attachments for a copy of a Program Articulation Agreement with the College of Technical Careers, Southern Illinois University and Rend Lake Regional Delivery System that was signed May 27, 1987. So articulation started some many years ago. From this time of Dr. Harry Miller, Dean of STC; we have had a name change from STC to CTC and three other Deans; Rend Lake College is on their third President since then; retirements of both Architectural Drafting Instructors at Rend Lake College, retirement of Dr. Besterfield, Department Chair of the Industrial Technology Department; and the transfer of Dr. Pagano from the Engineering Department to Purdue University--all these happenings have certainly had an effect on the collaborative efforts of promotion of articulation.

1.A.7 ARTICULATION - Continues

Southern Illinois University has written a proposal: Community College TECH PREP Program Articulation with Southern Illinois University at Carbondale. Rend Lake College if a cooperating institution in this grant proposal. It seems that movement has begun at the higher level institutions; thus articulation is on the agenda.

When we have planned the TECH PREP Course of Study with Rend Lake College and the Industrial Technology Department Chairs and Instructors, we have been told repeatly that we **do not need an articulation agreement because it is a Capstone program.**

1.A.8 ARTICULATION AGREEMENTS SIGNED:

1. Rend Lake College and Rend Lake Area Regional Delivery System and Franklin County Regional Delivery System have Articulation Agreements with:

a. Secondary Electronics Occupations and
Postsecondary Course: INEL 1210 Basic Electronics - (6 credit Hours)

See Attachments for Articulation Agreement

2. Rend Lake College and Rend Lake Area Regional Delivery System have Secondary Drafting/CAD Articulation Agreements with:

a. AVC Drafting/CAD and Postsecondary Course articulated with postsecondary
ARCH 1203, Drawing Fundamentals
(4 Credit Hours) See Attached Articulation Agreements

After the two new Drafting/CAD instructors arrive at Rend Lake College for Fall 92-93 initiatives will take place to articulate Franklin County Regional Delivery Drafting/CAD Program with Rend Lake College

See Attachments for Articulation Agreements

3. Franklin County Regional Delivery System has an Articulation Agreement with John A. Logan for Principles of Technology and Computer Integrated Manufacturing (CIM)

a. Secondary Principles of Technology articulated with Computer Integrated Manufacturing (CIM)

See Attachments for Articulation Agreement

4. Rend Lake College and Franklin County Regional Delivery System TECH PREP project is very pleased to announce the first Articulation Agreement with an academic course.

a. CORD's Applied Mathematics I and Applied Mathematics II
   is equated and articulated to give
   credit for REND LAKE COLLEGE's TECH MATH course.
b. If passed with a A or B will get credit for TECH PREP Math at Rend Lake College

See Attachments for Articulation Agreement

This will allow our TECH PREP students to take a higher level of math at Rend Lake College which is said to be needed by Business and Industry as well as Southern Illinois University Industrial Technology Department Chairperson.

REND LAKE COLLEGE
REND LAKE REGIONAL DELIVERY SYSTEM
EDUCATION FOR EMPLOYMENT ARTICULATION AGREEMENT
TERMS AND CONDITIONS FOR THE ASSOCIATE IN APPLIED SCIENCE/INDUSTRIAL/ELECTRONICS PROGRAM

Based upon the mutual concern for the needs of students pursuing the Electricity/Electronic occupational programs and in an effort to provide a continuing articulated program that builds on past learning experience and eliminates unnecessary duplication of instruction, the following are agreements to which we mutually subscribe:

1. Students who have fulfilled the learning outcome objectives within the College's identified specialty area, as evidenced by successfully completion of the final examination of the secondary level electronics occupations program with an A or B grade will be recognized for credits in the Industrial Electronics program at Rend Lake College. These credits will apply toward the Associate in Applied Science degree program.

Secondary Course	Postsecondary Course Articulated
Electronics Occupation	INEL 1210 Basic Electronics - 6
(Name of course)	(Name of course & credit hours)

2. Applicants for credit must meet all Rend Lake College admission requirements and be an enrolled/registered student in good standing with Rend Lake College. Credits will be directly applied toward the Associate in Applied Science Degree in Industrial Electronics program at Rend Lake College. Credits can be applied toward other programs as requested and approved on an individual basis.

3. Should a student intending to receive credit under this agreement fail to make satisfactory progress in the next higher level course, the student may be required to transfer back to a lower level course at the discretion of the Rend Lake College faculty.

4. In order for credit to be granted, the student must enroll at Rend Lake College within 24 months following high school graduation or the completion of the specified secondary course and final examination.

5. This agreement will be in effect for the 1990-91 academic year and is subject to review and renewal in the month of February of each year thereafter. Either party in this agreement may withdraw from the agreement given one year's notice.

Rend Lake Community College
District # 521

Division Chairperson

5/4/89
Date

Dean of Instruction

5/30/89
Date

Rend Lake Regional Education
for Employment System

Betty Musgrave
Systems Director

5/31/89
Date

P. E. Cross
Chairman of Board of Control

5/31/89
Date

REND LAKE COLLEGE
FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM
EDUCATION FOR EMPLOYMENT ARTICULATION AGREEMENT
TERMS AND CONDITIONS FOR THE ASSOCIATE IN APPLIED SCIENCE/INDUSTRIAL/ELECTRONICS PROGRAM

Based upon the mutual concern for the needs of students pursuing the Electricity/Electronic occupational programs and in an effort to provide a continuing articulated program that builds on past learning experience and eliminates unnecessary duplication of instruction, the following are agreements to which we mutually subscribe:

1. Students who have fulfilled the learning outcome objectives within the College's identified specialty area, as evidenced by successful completion of the final examination of the secondary level electronics occupations program with an A or B grade will be recognized for credits in the Industrial Electronics program at Rend Lake College. These credits will apply toward the Associate in Applied Science degree program.

Secondary Course	Postsecondary Course Articulated
Electronic Occupations	INEL 2210-Digital Fundamental-6
(Name of course)	(Name of course & credit hours)

2. Applicants for credit must meet all Rend Lake College admission requirements and be an enrolled/registered student in good standing with Rend Lake College. Credits will be directly applied toward the Associate in Applied Science Degree in Industrial Electronics program at Rend Lake College. Credits can be applied toward other programs as requested and approved on an individual basis.

3. Should a student intending to receive credit under this agreement fail to make satisfactory progress in the next higher level course, the student may be required to transfer back to a lower level course at the discretion of the Rend Lake College faculty.

4. In order for credit to be granted, the student must enroll at Rend Lake College within 24 months following high school graduation or the completion of the specified secondary course and final examination.

5. This agreement will be in effect for the 1992-93 academic year and is subject to review and renewal in the month of February of each year thereafter. Either party in this agreement may withdraw from the agreement given one year's notice.

Rend Lake Community College District #521	Franklin County Regional Education for Employment System
Division Chairperson	Systems Director
9/18/91 Date	9/26/91 Date
Vice President for Instruction	Barry Kohl Chairman of Board of Control
10/2/91 Date	9/26/91 Date

REND LAKE COLLEGE
REND LAKE AREA REGIONAL DELIVERY SYSTEM FOR VOCATIONAL EDUCATION
EDUCATION FOR EMPLOYMENT ARTICULATION AGREEMENT
ASSOCIATE IN APPLIED SCIENCE - ARCHITECTURAL TECHNOLOGY

Based upon the mutual concern for the needs of students pursuing the Architectural Technology occupational program and in an effort to provide a continuing articulated program that builds on past learning experience and eliminates unnecessary duplication of instruction, the following are agreements to which we mutually subscribe:

1. Students who have fulfilled the learning outcome objectives within the college's identified specialty area, as evidenced by successful completion of a designated set of drawings and a comprehensive examination of the secondary level drafting program with an A or B grade will be recognized for credits in the Architectural Technology program at Rend Lake College. These credits will apply toward the Associate in Applied Science Degree program. The student shall be provided only one opportunity to be recognized for credits.

Secondary Program	Postsecondary Course Articulated
AVC Drafting/CAD	ARCH 1203, Drawing Fundamentals (4 Credit Hours)

2. Applicants for credit must meet all Rend Lake College admission requirements and be an enrolled/registered student in good standing with Rend Lake College. Credits will be directly applied toward the Associate in Applied Science Degree in Architectural Technology program at Rend Lake College. Credits can be applied toward other programs as requested and approved on an individual basis.

Should a student intending to receive credit under this agreement fail to make satisfactory progress in the next higher level course, the student may be required to transfer back to a lower level course at the discretion of the Rend Lake College faculty.

4. In order for credit to be granted, the student must enroll at Rend Lake College within 24 months following high school graduation or the completion of the specified secondary course and final examination.

5. This agreement will be in effect for the 1990-91 academic year and is subject to review and renewal in the month of February of each year thereafter. Either party in this agreement may withdraw from the agreement given one year's notice.

Rend Lake Community College District 521	Rend Lake Area Regional Delivery System for Vocational Education
G L Wade	Betty Musgrave
Department Chairperson	Systems Director
2/23/90	2/23/90
Date	Date
Carroll Turner	P E Cross
Dean of Vocational- Technical Education	Chairman of Board of Control
2/23/90	2/23/90
Date	Date

JOHN A. LOGAN COLLEGE
FRANKLIN COUNTY
REGIONAL DELIVERY SYSTEM
EDUCATION FOR EMPLOYMENT ARTICULATION AGREEMENT
TERMS AND CONDITIONS FOR THE

Tech-Prep Curriculum

Based upon the mutual concern for the needs of students pursuing the high-tech and industrial occupational programs and in an effort to provide a continuing articulated program that builds on past learning experience and eliminates unnecessary duplication of instruction, the following are agreements to which we mutually subscribe:

1. Students who have completed a Principles of Technology course at the high school level with a grade of A or B will be given priority placement in the Computer Integrated Manufacturing (CIM) Curriculum at John A. Logan College.

2. This agreement will be in effect for the 1991-92 academic year and is subject to review and renewal in the month of February each year. Either party in this agreement may withdraw from the agreement given one year's notice.

Community College District #530

Paul McIntruff
Division Chairperson

6-24-91
Date

MP
Vice President of Instruction

6/26/91
Date

Franklin County Regional
Education for Employment System

Systems Director

4/24/91
Date

Barry Kohl
Chairman of Board of Control

4/24/91
Date

JOHN A. LOGAN COLLEGE
FRANKLIN COUNTY
REGIONAL DELIVERY SYSTEM
EDUCATION FOR EMPLOYMENT ARTICULATION AGREEMENT
TERMS AND CONDITIONS FOR THE

Tech-Prep Curriculum

Based upon the mutual concern for the needs of students pursuing the high-tech and industrial occupational programs and in an effort to provide a continuing articulated program that builds on past learning experience and eliminates unnecessary duplication of instruction, the following are agreements to which we mutually subscribe:

1. Students who have completed a Principles of Technology course at the high school level with a grade of A or B will be given priority placement in the Computer Integrated Manufacturing (CIM) Curriculum at John A. Logan College.

2. This agreement will be in effect for the 1991-92 academic year and is subject to review and renewal in the month of February each year. Either party in this agreement may withdraw from the agreement given one year's notice.

Community College District #530	Franklin County Regional Education for Employment System
Division Chairperson	Systems Director
6-24-91 Date	4/24/91 Date
Vice President of Instruction	Barry Kohl Chairman of Board of Control
6/26/91 Date	4/24/91 Date

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493

TECH PREP

SERVING
FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM
REND LAKE AREA REGIONAL DELIVERY SYSTEM
AND REND LAKE COLLEGE

ARTICULATION MEETING

FOR: **WAYNE CITY HIGH SCHOOL ADMINISTRATORS**
REND LAKE COLLEGE VOCATIONAL DEAN
TECH PREP DIRECTOR

DATE: **TUESDAY, SEPTEMBER 25, 1991**

TIME: **10:46 A.M. - 11:30 A.M.**

LOCATION: **Wayne City High School**
Principals Office

PURPOSE OF MEETING: **--To draft an articulation agreement for Applied Mathematics I and II and Rend Lake College TECH MATH**

FOR MORE INFORMATION:

Call Betty Musgrave, TECH PREP Director
(618) 438-9711

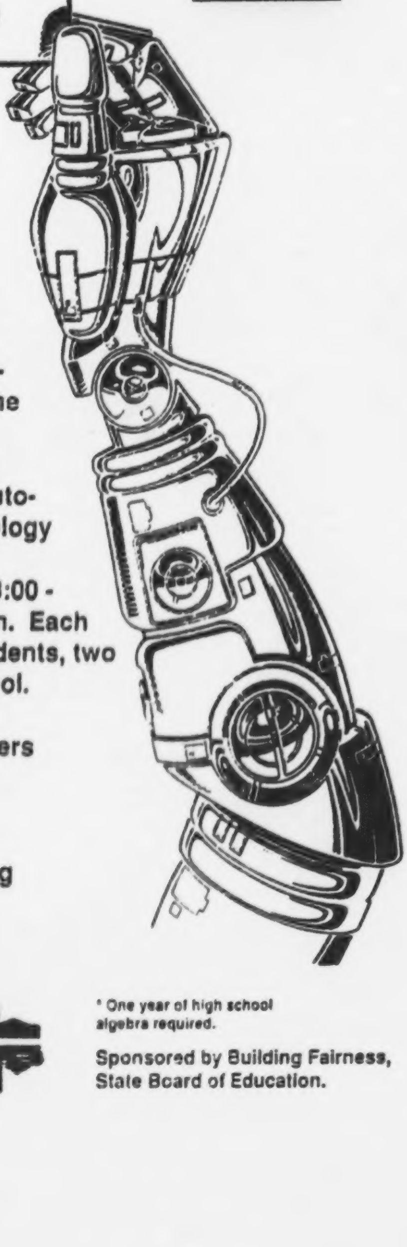
To be updated for 1992

Tech Camp

~~June 10 - 24, 1991~~

Rend Lake College

Hurry!
Deadline
to apply
Is May 1.



Learn the fun way . . .
by doing!

This year, for the first time, Rend Lake College will offer an all-expenses paid summer Tech Camp for qualified high school females.* The purpose of Tech Camp is to develop an awareness of the principles and concepts of automation and the role of technology in today's workplace.

Two classes will be held, 8:00 - 11:30 a.m. and 12:30 -4:00 p.m. Each class will be limited to 24 students, two selected from each high school.

Topics to be included:

- Introduction to computers
- LOGO programming
- Computer interfacing
- Robotics
- Computer-aided drafting

For more information, contact your high school counselor, or call Elaine Johnson at Rend Lake College, 437-5321, Ext. 356.

REND LAKE COLLEGE

* One year of high school algebra required.

Sponsored by Building Fairness, State Board of Education.

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

TECH PREP

TO: *Mark Kern, President Rend Lake College*
Carroll Turner, Vocational Dean, Rend Lake College
Harold Finn, Industrial Department Chair

Barry Kohl, Regional Supt. for Franklin County
Harold Hood, Ass't Regional Supt. for Franklin County
Joe Wilkerson, System Director, Franklin County Regional Delivery System
George Connor, Supt., Zeigler/Royalton High School, TECH PREP Site
Dr. Ron Davis, Supt., West Frankfort High School, TECH PREP Site

Dr. P. E. Cross, Regional Supt. for Hamilton/Jefferson Counties
Dr. Pat Garrett, Supt. Mt. Vernon High School, TECH PREP Site
Dr. Earl Jeffers, System Director, Rend Lake Area Regional Delivery System
Don Sutton, Supt., Wayne City High School, TECH PREP Site

and any other interested persons are welcome

FROM: *Betty Musgrave, TECH PREP Director*

DATE: *MAY 7, 1992*

SUBJECT: *TECH PREP "INDUSTRIAL TECHNICIAN ADVISORY MEETING*
Thursday, May 14, 1992
7:30 A.M. - 9:00 A.M.
West Frankfort High School
Principles of Technology Lab

We are now coming to a close of the first year of implementation of the TECH PREP training for Industrial Technicians. We have invited the Industrial Technician Advisory Board to come to West Frankfort High School for demonstrations by Pat Sipes' Principles of Technology and Electronics students. This will be a time to observe classes that have been highlighted by the Lieutenant Governor's Illinois Rural Affairs Council. Pat has just returned from the State Capitol where he was asked to bring his students to demonstrate activities from their classes. We hope you will take time to join our Business and Industry Advisory members. I am enclosing a copy of the letter that was sent to our TECH PREP Industrial Technicians Advisory Members.

Please call me at 438-9711 if you can attend this meeting.

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

TECH PREP

serving
Franklin County Regional Delivery System
Rend Lake Area Regional Delivery System and
Rend Lake College

Dear TECH PREP Industrial Technician Advisor:

It has been some time since you have heard from us but believe me, TECH PREP is very much alive and doing very well! We have been busy with the tasks you gave to us in last years planning for training for an Industial Technician. We are very proud of some aeccomplishments we have made and would like to invite you to an 'Early Bird' Principles of Technology and Electronics TECH PREP Demonstrations by the students in these classes taught by Pat Sipes at West Frankfort High School, at 7:30 A.M. - 9:00 A.M. in the Principles of Technology Lab.

We would like for you see what you have been a part of planning, critique, and hopefully give us other ideas to pursue for improving and expanding the program. Our TECH PREP program has been highlighted through the Lieutenant Governor's Illinois Rural Affairs Council. Pat's classes were chosen for the video taping to be included in part of the live satellite interactive program on Channel 44. He has also just come back from the State Capitol where he was invited to bring his students for a demonstration. This is an exciting time in education! We are very proud to be a part of it and are extremely pleased that you are also a part in this change taking place in education.

We want to thank you again for your participation in TECH PREP already, and hope you will come and see the TECH PREP Principles of Technology and Electronics demonstrations by students, hear TECH PREP Updates and challenges for next year with TECH PREP.

Thursday, May 14, 1992
7:30 A.M. - 9:00 A.M.
West Frankfort High School
Prin. of Tech. Lab
601 E. Main
West Frankfort, IL

Coffee and donuts will be served

RSVP: (618) 438-9711: Betty Musgrave, TECH PREP Director
c/o Barry Kohl, Reg. Supt., 202 W. Main
Benton, IL 62812

HOW YOU AND YOUR BUSINESS MAY HELP THE TECH PREP INITIATIVES

PREPARE A WORLD-CLASS WORKFORCE

HELP ESTABLISH INDUSTRY-BASED PERFORMANCE STANDARDS AND MEASURES

☐ Identify industry-based performance standards that students must be be able to meet

☐ Assist schools to determine various levels of performance standards used in the workplace

☐ Assist in developing a post-secondary completion credential that communicates a student's competence to potential employers

PROVIDE WORK EXPERIENCES AND EMPLOYMENT FOR STUDENTS AND EDUCATORS

☐ Provide scholarships for TECH PREP students

☐ Hire summer TECH PREP Coop students

☐ Offer internships to TECH PREP students

☐ Allow teacher internships to update their on-the-job work experiences

☐ Provide tours of your business to students

Other

____

____

____

OUR FIRM MAY BE ABLE TO:

☐ Make donations of Supplies/ Equipment

☐ Assist in employment placement of TECH PREP graduates with Associate Degree and/or Baccalaureate Degree

☐ Be a corporate sponsor

☐ Other

____

____

____

TECH PREP

INDUSTRIAL TECHNICIAN

COMPANY:

____

Address: ____________________

City ____________________

State __________ Zip _____

Contact Person _______________

Phone ____________________

Return to:

Betty Musgrave, TECH PREP Dir.
c/o Barry Kohl, Reg. Supt.
202 W. Main
Benton, IL 62812

Larry Marker
Drafting/(CAD)
Instructor
Mt Vernon H S

DRAFTING "SPRING EXPERIENCE" A BIG PLUS

"What is it like working in a real office?" This question and the apprehension it fosters becomes a very deep concern to young men and women training for careers in drafting and related occupations. The drafting classroom of the Area Secondary Vocational Center, Mt. Vernon, Illinois, simulates, as nearly as possible, the actual conditions of an industrial drafting room. With the exception of certain characteristics of a classroom remaining for instructional purposes, the atmosphere is almost "real", but, complete realism can never be achieved in the minds of the students.

Realizing this, Mr. Marker, Drafting Instructor, began in 1969 placing Senior students in local offices for short periods of time, allowing students to observe, work, and learn in a real office. The daily amount of time spent in an office during "Spring Experience" is in lieu of the regular two and one-half hour vocational drafting class period.

Cooperating engineers and architects are not required to pay the students and any extra effort on the part of cooperating professionals is considered a bonus factor.

Without exception special attention is given to the students, making their experinee more worthwhile than ever imagined. The experience is not always one-sided in services rendered; however, and more often than not, the student's work proves to be useful.

An added bonus is realized when occasionally a studwnt receives a part-time or full-time job offer as a result of the "Spring Experience."

Students, returning from their "Spring Experience" assignment, are encouraged to continue in their chosen career, and in some instances, are encouraged to raise their professional goals to a higher level.

Occasionally, a student returns discouraged in his choice, and makes a decision not to pursue drafting any further. This outcome is also considered a plus for the "Spring Experience." If such students did not experience the "real" drafting office, they might continue through two or more years of skill developing education and additional expenditures only to find they are not suited to working in a drafting office. Certainly, high school level drafting is the best time and place to make the "go-no-go" decision about a life's work in drafting or drafting related occupations. If a student decides not to pursue drafting beyond high school, he still has any number of post-secondary career developing programs to select from and the technical skills already developed in drafting will probably enhance his performance in any other career choice.

Obviously, "Spring Experience" is a program which will be continued. With the support and enthusiasm of the cooperating architects and engineers, it will remain the most rewarding experience in the drafting curriculum of the Area Secondary Vocational Center. Mr. Manker and the students express their appreciation to all those cooperating to make this year's program another success.

EVALUATION FORM
FOR
STUDENT-LEARNERS

STUDENT ______________________ FIRM ______________________

JOB SPONSOR ______________________ POSITION ______________ DATE __________

The purpose of this rating sheet is fourfold: To help the trainee to know his weaknesses and improve himself; to aid the coordinator in meeting the needs of the individual student; to enable the coordinator to fill out the student's progress report; and to allow the employer to know the exact status of his employees so that he may help the trainee become more of an asset to the business.

INSTRUCTIONS: Please check the column that best applies in both of the sections that follow. It is recommended that the supervisor discuss the points that apply to the trainee.

Traits	Definitely Exceptional	Above Average	Average	Below Average	Poor	No Chance To Observe
Appearance						
Promptness						
Cooperation						
Sincerity & Dependability						
Interest & Attitude						
Courtesy & Tact						
Self-confidence						
Attendance						
Others:						

What traits of the trainee need improvement: ______________________

Work Habits & Abilities	Definitely Exceptional	Above Average	Average	Below Average	Poor	No Chance To Observe
Speed & amount of work						
Accuracy						
Follows directions						

PLEASE CHECK THE GRADE OF WORK WHICH YOU FEEL THIS TRAINEE HAS DONE ON THE JOB.

Definitely Exceptional ____________ Above Average __________ Average __________

Below Average ____________ Poor or Unsatisfactory (Please comment) ______________________

What work habits or abilities of the trainee need improvement? ______________________

In what respects has the student shown definite improvement? ______________________

Confidential remarks and additional comments: (Use reverse side if necessary)

APPENDIX B.1

MONTHLY PRESS RELEASE

ILLINOIS DEPARTMENT OF EMPLOYMENT SECURITY,
PROGRAM AND PLANNING BUREAU,
ECONOMIC INFORMATION AND ANALYSIS

May 29, 1992

County	April 1992	March 1992	April 1991	Comments
Clay	9.3%	10.3%	8.2%	Employment gains in manufacturing, construction, services and government lowered unemployment throughout most of this five county region. However, labor force conditions in Effingham County became stagnant as the number of jobseekers increased.
Crawford	9.6%	11.3%	10.7%	
Effingham	9.9%	9.4%	7.1%	
Fayette	11.7%	13.4%	9.8%	
Jasper	6.4%	7.6%	7.1%	
✓ Jefferson	11.5%	12.2%	9.8%	For the second straight month, employment advancements in construction and manufacturing reduced unemployment. However, unemployment is still greater than 10.0 percent in most of southern Illinois and job opportunities continue to be limited.
Marion	11.4%	12.5%	11.2%	
Washington	7.5%	8.5%	7.8%	
Wayne	11.3%	12.8%	10.8%	
Edwards	9.0%	10.2%	10.0%	The jobless rates declined as employment gains were reported in manufacturing, construction, and government. A steady upturn in employment activity has been evident for several months in this four county region.
Lawrence	10.1%	12.2%	11.6%	
Richland	7.9%	8.8%	8.7%	
Wabash	12.5%	13.8%	14.7%	
Illinois	7.9%	8.2%	6.5%	
U.S.	7.1%	7.7%	6.5%	

Current month data is preliminary.
All data is not seasonally adjusted and based on place of residence.

Dennis Hoffman 224 North Elm Street, P.O. Box R27 Centralia, Illinois 62801 (618)532-9244

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BEST COPY AVAILABLE

APPENDIX B.2

TO:NEWS MEDIA/OTHERS:MAY 29,1992
SUBJECT:UNEMPLOYMENT RATES FOR RELEASE
UPON RECIEPT.
NOTE:CALL 618-252-0078 FOR COMMENTS
AND/OR ADDITIONAL STATISTICS

FROM:
CHARLES M.(MIKE) VESSELL
LABOR MARKET ECONOMIST
PARKER PLAZA
HARRISBURG.IL. 62946

COUNTY	APR 92	MAR 92	APR 91
ALEXANDER	14.5	13.8	14.6
PULASKI	14.7	15.4	12.5
MASSAC	11.5	11.9	8.0
UNION	12.8	14.3	9.9
JOHNSON	11.6	13.4	10.0
POPE	12.6	13.8	10.1
HARDIN	7.1	6.6	5.9
GALLATIN	13.8	14.4	8.8
WHITE	9.6	10.7	8.9
✓ HAMILTON	20.2	22.3	17.9
SALINE	10.3	11.0	9.9
WILLIAMSON	10.4	11.4	8.7
✓ FRANKILN	13.7	13.9	11.6
JACKSON	8.1	8.6	5.8
✓ PERRY	20.2	20.4	15.8
RANDOLPH	11.1	9.7	8.5
ILLINOIS	7.9	8.2	8.2
U.S.	7.1	7.7	6.5

COMMENTS

UNEMPLOYMENT RATES DECLINED IN ALL BUT THREE COUNTYS IN THE SOUTHERN TIP OF ILLINOIS FOR APRIL 1992
TYPICAL SPRING ACTIVITY-OIL PRODUCTION, CONSTRUCTION,TRUCKING, AGRICULTURE AND AG SUPPORT-LED THE WAY AS EMPLOYERS TOOK ADVANTAGE OF A MORE CONSISTENT WEATHER PATTERN AND PUT PEOPLE BACK TO WOR

AT THIS POINT NONE OF THE GAINS WERE LARGE BUT THEY WERE SUBSTANTIAL ENOUGH TO MAKE NOTICEABLE CHANGES IN 13 OF THE 16 COUNTYS COVERED BY THIS REPOR

MANUFACTURING LOSSES IN RANDOLPH COUNTY WERE MAINLY RESPONSABLE FOR THE UPSWING THERE.

TOP 10 COUNTIES(HIGHEST UNEMPLOYMENT IS #1)

#1 HAMILTON & PERRY	20.2
#2 PULASKI	14.7
#3 ALEXANDER	14.5
#4 CALHOUN	14.4
#5 GALLATIN	13.8
#6 FRANKLIN	13.7
#7 UNION	12.8
#8 POPE	12.6
#9 WABASH	12.5
#10 MASON	12.2

NOTES:CURRENT MONTH IS PRELIMINARY ALL DATA IS NOT SEASONALY ADJUSTED

PROGRAM ARTICULATION AGREEMENT

COLLEGE OF TECHNICAL CAREERS,
SOUTHERN ILLINOIS UNIVERSITY
AND
REND LAKE REGIONAL DELIVERY SYSTEM

In an effort to provide a continued articulated program that builds on past learning experience and eliminates unnecessary duplication of instruction, the following are agreements to which the Rend Lake Regional Delivery System and the College of Technical Careers, Southern Illinois University mutually subscribe:

1. Participating instructors at the secondary and postsecondary levels will formally adopt and teach from a list of competencies (task list) based on job task requirements. Criteria for evaluating and recording levels of competency will also be formally adopted.

2. Designated representatives from each institution will attend an annual meeting scheduled prior to the beginning of each academic year to review the occupational area and amend curriculum as necessary.

3. The graduate from the secondary level program will receive advanced placement into the postsecondary program based on mastery of competencies specified by designated administrators and instructors from the Rend Lake Regional Delivery System and the College of Technical Careers, Southern Illinois University.

4. Applicants to the postsecondary program in the College of Technical Careers, Southern Illinois University, must meet all admission requirements of Southern Illinois University and abide by the program enrollment restrictions.

5. Upon implementation, this agreement will be valid until nullified in writing by either party. The agreement will be reviewed annually by designated administrators and instructors from the Rend Lake Regional Delivery System and the College of Technical Careers, Southern Illinois University.

Harry G. Miller, Dean
College of Technical Careers
Southern Illinois University

Date: May 27, 1987

Donald Sutton

Donald Sutton
Board of Control Chairperson
Rend Lake Regional Delivery System

Date: May 27, 1987

COVER PAGE

ILLINOIS BOARD OF HIGHER EDUCATION
HIGHER EDUCATION COOPERATION ACT
FISCAL YEAR 1993
INTERINSTITUTIONAL GRANTS, ECONOMIC DEVELOPMENT GRANTS, AND LIBRARY RESOURCE SHARING GRANTS

1. **PROPOSAL TITLE:** Community College Tech Prep Program Articulation with Southern Illinois University at Carbondale

2. **Applicant Institution:** Board of Trustees, Southern Illinois University

Address: c/o Research Developemnt & Administration
Southern Illinois University, Carbondale, IL 62901

President's Signature: Benjamin A. Shepherd

PRINT OR TYPE NAME: Benjamin A. Shepherd, Vice President for Academic Affairs & Provost for John C. Guyon, President, SIUC

3. **Project Director:** **Name** Marcia A. Anderson-Yates, Ph.D.
(PRINT OR TYPE NAME)

Title/Dept. Associate Professor, Dept. of Vocational Education Studies

Mailing Address Southern Illinois University
Carbondale, IL 62901

Telephone (618) 453-3321

4. **TOTAL FUNDS REQUESTED:** $26,996

COOPERATING INSTITUTION(S):

(Please TYPE or PRINT President's names beside signature)

Institution: Rend Lake College

Address: Ina, Illinois

President's Signature: X

Institution:

Address:

President's Signature:

Cooperating institutions may be included on separate copies of this cover page. PLEASE SUBMIT ORIGINAL SIGNATURES AS WE CANNOT ACCEPT FAXED SIGNATURES.

Southern Illinois University at Carbondale
Carbondale, Illinois 62901 4605

Department of Vocational Education Studies

April 30, 1992

Betty Musgrave
Tech Prep Director
Franklin County Regional Delivery System
202 West Main Street
Benton, IL 62812

Dear Betty:

We have recently learned about Requests for Proposals distributed by the Illinois Board of Higher Education under the Higher Education Cooperation Act (HECA). Funds are available for interinstitutional grants.

Dr. Marcia Anderson-Yates and I have been talking about possibilities for a cooperative grant between SIUC and various Tech Prep providers in southern Illinois. More specifically, it occurs to us that a HECA grant could be written to involve each of the community colleges in southern Illinois that are Tech Prep participants to 1) develop priorities for articulation of various Tech Prep curricula between the community colleges and SIUC, and 2) develop an articulation model for at least one Tech Prep program for each of the colleges working in conjunction with SIUC.

Our timeline to submit a HECA proposal is short. Dr. Anderson-Yates is preparing the proposal and will direct the grant should it be funded. However, a letter of support from your institution would be very helpful.

If you have an interest in participating in this exciting endeavor, please facsimile a letter of support to me at 618-453-1909. Or, call Marcia or me at 618-453-3321 for further information.

Proposals are due in Springfield no later than May 8, 1992 so we will need letters of support very soon.

Thanks in advance for your help.

Sincerely,

John

John S. Washburn, Chair
Vocational Education Studies

lc
c: Marcia Anderson-Yates

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

April 30, 1992

Dr. John S. Washburn, Chair
Vocational Education Studies
Southern Illinois University
Carbondale, L 62901

Dear Dr. Washburn:

In response to your letter of April 30, 1992, we would like to submit a letter of support for being a participant with SIUC and various TECH PREP providers in southern Illinois for the HECA grant.

Thank you for including us in the writing of this proposal and we look forward to working with you. Please let us know if we may assist in any way.

Sincerely,

Betty Musgrave

Betty Musgrave
TECH PREP Director

serving:
Franklin County Regional Delivery System
Rend Lake Area Regional Delivery System and
Rend Lake College

SIU

Southern Illinois University at Carbondale
Carbondale, Illinois 62901-4605

Department of Vocational Education Studies

May 7, 1992

Ms. Betty Musgrave
Tech Prep Director
Franklin County Regional Delivery System
202 West main Street
Benton, IL 62812

Dear Betty:

Thank you for your letter of support for the HECA Grant proposal entitled "Community College Tech Prep Program Articulation with Southern Illinois University at Carbondale" that have we submitted. A copy of the proposal is enclosed.

We have just learned that it would be beneficial to have original signatures from the presidents of the cooperating community colleges, and we will be able to send the signature forms under separate cover next week. Would it be possible for you to have the president of your institution sign the enclosed Cover Page form and send it back to us in the enclosed stamped self-addressed envelope? We certainly apologize for this added inconvenience on your part.

Again, thank you for your support. We look forward to receiving the signed forms.

Sincerely,

Marcia

Marcia A. Anderson-Yates, Associate Professor

cc: John Washburn

TECH PREP

15. OBJECTIVE

Involve all secondary and post secondary counseling staff in the review and revision of procedures for recruitment, transfer and employment placement of program participants.

PROCEDURES

Review of the training program that has been implemented for counselors.

PERSONS RESPONSIBLE

Project Director
Counselors

DUE DATE

May, 1992

EVALUATION

Evaluate the procedures for recruitment, transfer and employment placement of program participants.

ABSTRACT

15. OBJECTIVE

Description of Activities

1.A.1 August 14, 1991 Franklin County Student Services and Selected TECH PREP Advisory Members and TECH PREP Site Administrators were invited to review the TECH PREP Course of Study; Criteria to become a TECH PREP site; review and make recommendations concerning the collaborationof State Goals for Learning, Objectives, and Local Assessment; analyze local school's assessments in relation to TECH PREP students, applied academics and remediation; to discuss how all of this fits into the School Improvement Plan; to discuss the selection of a TECH PREP Student and to discuss the Counselors role in "How to make it work."

1.A.2 Franklin County TECH PREP site Counselor Representatives have reviewed and made suggestions and input to revisions to the Model for recruitment of TECH PREP students. See **Objective 13 for attachments** reviewed by Franklin County Regional Delivery System Counselors.

1.A.3 After correlations for the Rend Lake Area Regional Delivery System has been completed, and Sally Cherry, ESR Test Scoring Consultant, has analyzed the Franklin County Model and made comparison to the Hamilton/Jefferson Testing Reports, a draft Model will be submitted for review and for input from the Rend Lake Area Regional Delivery System Counselors and Administrators. On-going

1.A.4 November 6, The TECH PREP Director met with Franklin County Regional Delivery System Student Services Committee and gave an update on the status of TECH PREP for FY 91-92.

1.A.5 February 4, 1992 the Franklin County Regional Delivery System Student Services Committee met to discussion the Collaboration Mini Grant, Phase II. The meeting was facilitated by the TECH PREP Director and Marla Harp, Franklin Co. Testing Center. Marla presented the counselors with their individual school printouts of the potential TECH PREP Pool (40th-60th percentile from the 8th grade students). The TECH PREP Director gave the Counselors a Survey Form to gather feed back from their schools to see if and how they were communicating to students, employers, and the public to ensure participation in, and an understanding of, the TECH PREP program. See Attachments for TECH PREP Preliminary Pool Reports for Individual School Cover Sheet.

1.A.6 February 7, 1992 the Rend Lake Area Regional Delivery System Student Services Committee met with the TECH PREP Director and Sally Cherry, Hamilton/Jefferson Testing Center. Sally presented to the counselors their individual school printouts of potential TECH PREP Pool. (40th - 60th percentile 8th grade students. The TECH PREP Director gave out Counselors' Survey sheets for gathering information concerning marketing TECH PREP Courses of Studies as mentioned in 1.A.3. The TECH PREP Course of Study Brochures for training Industrial Technicians were reviewed and discussed. The piloting of Horizons, Jr. was explained. The graph showing an increased % of graduating '91 students entering Rend Lake College have to take development courses was discussed in length. Plans for marketing TECH PREP at the Rend Lake Area Regional Delivery Systems' Career Day was finalized. See Attachments for planning, and graph.

1.A.7 Planning began at this same meeting for the March 18, 1992 Career Day for Rend Lake Area Regional Delivery System participating schools.

1.A.8 March 18, 1992 a Career Day was held at the Armory at Mt. Vernon for all the participating schools in the Rend Lake Regional Delivery System. The TECH PREP Director had an exhibit for TECH PREP. Demonstrations of Principles of Technology were made by students from Wayne City High School with Roger Johnson, Instructor. The TECH PREP Director had an exhibit of Applied Academic Curricula with VCR playing Applied Academic overview videos. See Attachments for pictures, businesses involved, and report stating this Career Day served between **600 to 700** students. Parents were invited to this Career Day/Night Meeting. TECH PREP was discussed with students and parents as they visited the TECH PREP exhibit table and Principles of Technology demonstrations from Wayne City High School Principles of Technology Instructor, Roger Johnson and students. Their evaluations and comments are also included. See Attachments

1.A.9 Franklin County Reg. Del. System and Rend Lake Area Regional Delivery System Counselors were asked by the TECH PREP Director to respond to the following survey: See Attachments for Counselor Survey questions and responses.

1.A.10 See Objective 13 for other Supportive attachments

1.A.11 May 6, 1992 a Joint Student Services Meeting was held for both Rend Lake Area Regional Delivery System and Franklin County Regional Delivery System. At this meeting I.O.I.C.C. representatives, Debbie Paul and Less Brouche gave a presentation on Labor Market statistics for our counties and career trends. It was excellent and our counselors seemed to really appreciate all of the hard work that had gone in to this data collection. We felt it helped us to understand the difficulty we were facing in placing our students in a time when the jobs just are not there. We know how important it is to train our students so that they are capable of being placed in employment in other areas if the employment situation in Southern Illinois does not change. See Attachments under X. Illinois Occupational Information Coordinating Committee TECH PREP Project.

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493

TECH PREP

Serving Franklin County Regional Delivery System
Rend Lake Area Regional Delivery System and
Rend Lake College

MEETING FOR: **Franklin County Student Services, Selected TECH PREP Advisory Members and TECH PREP Site Administrators**

DATE: **Wednesday, August 14. 1991**

TIME: **8:30 AM - through a working luncheon - 1:30 PM**

LOCATION: **Benton Country Club, Benton, IL**

PURPOSE OF MEETING:
--To review the TECH PREP Course of Study
--To discuss Criteria to become a TECH PREP site
--To discuss the TECH PREP Grant for FY '92
--To review and make recommendations concerning the collaboration of State Goals for Learning, Objectives, and Local Assessment
--To analyze local school's assessments in relation to TECH PREP students, applied academics and remediation--
--To discuss how all of this fits into the School Improvement Plan
--To discuss the selection of a TECH PREP Student
--To discuss the Counselors' role in "How to make it work"

STIPENDS in the amount of $75.00 are available for counselors to attend this meeting.

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493

TECH PREP

Serving Franklin County Regional Delivery System
Rend Lake Area Regional Delivery System and
Rend Lake College

MEETING FOR: Franklin County Student Services, Selected TECH PREP Advisory Members and TECH PREP Site Administrators

DATE: Wednesday, August 14, 1991

TIME: 8:30 AM - through a working luncheon - 1:30 PM

LOCATION: Benton Country Club, Benton, IL

ATTENDANCE SHEET

[illegible]

Name	Mailing Address	Soc. Sec. #	School
RAYMOND M. WEISER	901 MAPLE ST ZEIGLER	335-34-7151	Z-R UNIT
Richard W. Cole	R.R. 3, Box 198, Thompsonville, Il	354-34-1432	Bent.
Chuck Smith	1303 Hemlock Dr., Marion, IL 62959	334-36-2793	Frankfort Hi
Mark Bradley	4211 Sassafras, Mt. Vernon, IL 62864	355-48-8553	T'Ville High

Marla Harp - Consultant
Pat Burt .. Advisory Committee, Tech Prep

Betty Musgrave — [illegible]
Joe Dickerson — System Director, Franklin Co Reg. Del. System

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HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493

October 21, 1991

MEMORANDUM

TO: Members of the Student Services Committee

FROM: Joe Wilkerson
Franklin County Regional Delivery System

RE: Committee Meeting

Please reserve Wednesday, November 6, 1991, for our first meeting. The meeting will begin at 12:00 noon at the West Frankfort Country Club. This will be a luncheon meeting for the purpose of perusing the applied academic materials and updating you on the status of our Tech Prep project. Any other items may be brought up by committee members that may be of interest to our group.

Thank you for your time and efforts serving on this committee.

TECH PREP

Franklin County Student Services
~~**Benton Country Club**~~
November 6, 1991
West Frankfort Country Club

Attendance Sheet

Name	**Address**	**School/Agency**	**Position**
Barry Kohl			
[illegible]		F.C.H.S.	Guidance
[illegible] Weiser		Z-R	GD
S. Douglas		S-✓	GD
[illegible]		Regional Supt Office	[illegible]
[illegible]		EFE	
Sara Davenport		ALC	
Mark Bradley		T.C.H.S.	Principal/Guid.
[illegible]		[illegible]	
Beckie Turner		Regional Sup. Office	
Jamie [illegible]		IL Farmers Union Training	
Chuck Smith Pat Burt		FCHS IISSN	Guidance Building Trades

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

TECH PREP

FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM
STUDENT SERVICES MEETING

February 4, 1992
West Frankfort Country Club
12:00 NOON -

WELCOME	**Joe Wilkerson, System Director**
Education for Employment Updates	**Joe**
TECH PREP DISCUSSIONS:	
Collaboration Mini Grant, Phase II	**Betty Musgrave, TECH PREP Dir.**
a. Individual School Printouts of potential TECH PREP Pool (40th - 60th percentile 8th grade students)	**Marla Harp, Franklin Co. Testing Center**
b. TECH PREP Counselors' Survey	**Betty**
c. Year Two TECH PREP Expectations (TECH PREP Marketing Plan)	**Betty**
d. TECH PREP Course of Study Brochure (for training Industrial Technicians)	**Betty**
What do you need at your school to make all of this workable?	
Open Discussion for input and feedback	
WRAP-UP	**JOE, MARLA AND BETTY**

Tech Prep Preliminary Pool Reports

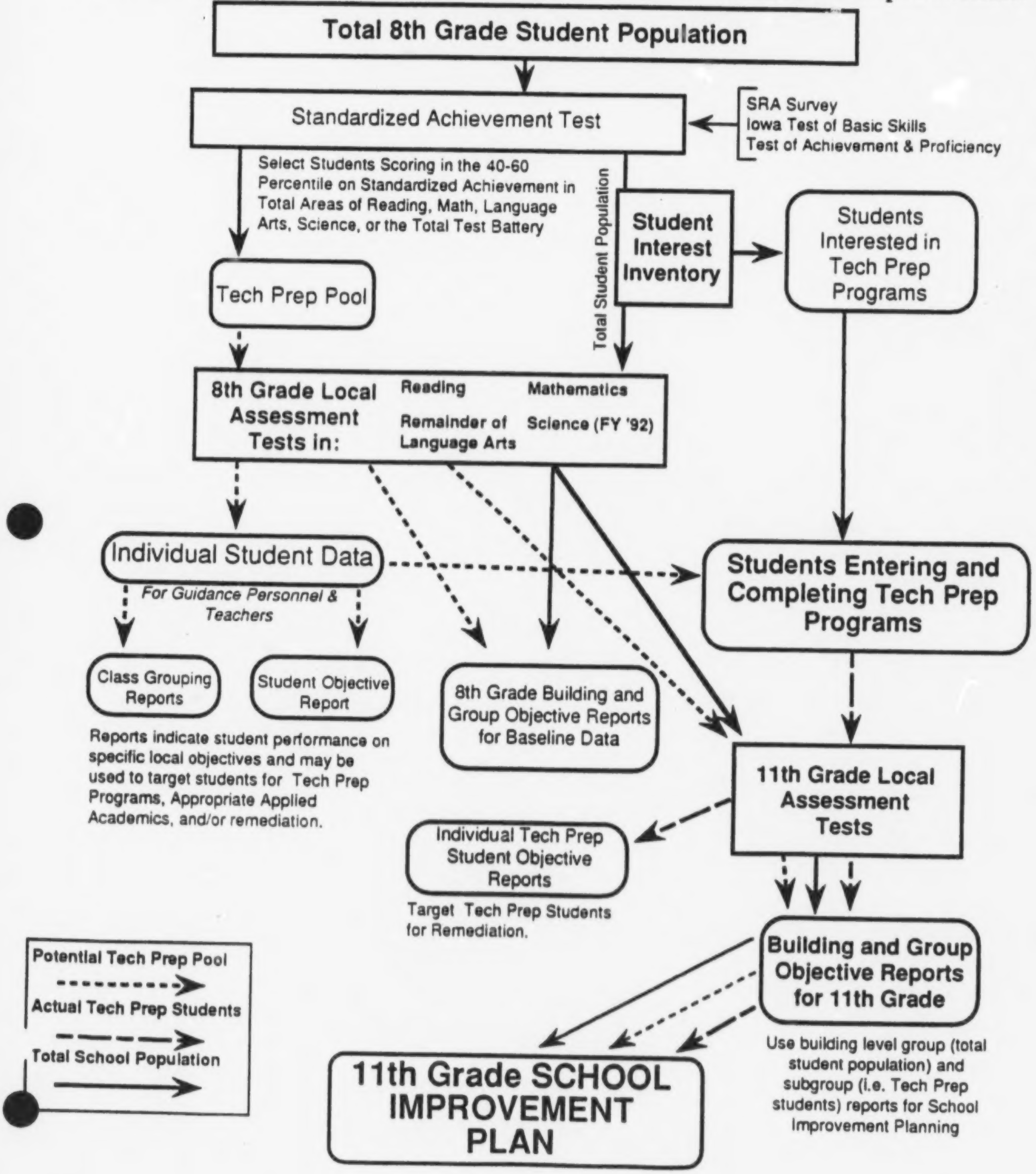
Tech Prep Pool - Students who score in the 40-60 percentile in Reading, Language, Math, Science, or Total Test Score.

Class List Reports	*National Percentile, Grade Equivalent, Local Percentile, and Objectives Mastered.*
Christopher H.S.	Christopher Elem - SRA *7th Grade Spring 91*
Benton H.S.	Akin Elem. - SRA *8th Grade Fall 91* Benton Elem - SRA *8th Grade Fall 91* Ewing-Northern - SRA *8th Grade Fall 91* Logan Dist 110 - ITBS (No SS & Sci.) *7th Grade Fall 90*
Thompsonville H.S.	Thompsonville Elem. - SRA *8th Grade Fall 91*
Frankfort H.S.	Central Jr. High - Battery + Sci. & S.S. *7th Grade Spring 91*
Zeigler-Royalton H.S.	Zeigler-Royalton Elem. - Battery + Sci. & S.S. *7th Grade Winter 91*
Sesser-Valier H.S.	Sesser-Valier Elem. - Battery + Sci. & S.S. *7th Grade Spring 91*

Tech Prep for the Franklin Co. Regional Delivery System

Development of a Model for Collaboration of State Goals for Learning, Assessments and Applied Academics

A Strategy for Tech Prep Student Identification & School Improvement



Total 8th Grade Student Population
Standardized Achievement Test
SRA Survey
Iowa Test of Basic Skills
Test of Achievement & Proficiency
Total Student Population
Student Interest Inventory
Students Interested in Tech Prep Programs
Tech Prep Pool
8th Grade Local Assessment Tests in:
Reading
Mathematics
Remainder of Language Arts
Science (FY '92)
Individual Student Data
For Guidance Personnel & Teachers
Class Grouping Reports
Student Objective Report
8th Grade Building and Group Objective Reports for Baseline Data
Students Entering and Completing Tech Prep Programs
11th Grade Local Assessment Tests
Individual Tech Prep Student Objective Reports
Building and Group Objective Reports for 11th Grade
11th Grade SCHOOL IMPROVEMENT PLAN
Potential Tech Prep Pool
Actual Tech Prep Students
Total School Population

Select Students Scoring in the 40-60 Percentile on Standardized Achievement in Total Areas of Reading, Math, Language Arts, Science, or the Total Test Battery

Reports indicate student performance on specific local objectives and may be used to target students for Tech Prep Programs, Appropriate Applied Academics, and/or remediation.

Target Tech Prep Students for Remediation.

Use building level group (total student population) and subgroup (i.e. Tech Prep students) reports for School Improvement Planning

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

TECH PREP

REND LAKE AREA REGIONAL DELIVERY SYSTEM
STUDENT SERVICES MEETING
FEBRUARY 7, 1992
MT. VERNON HIGH SCHOOL
11:30 A.M.

WELCOME

TECH PREP DISCUSSIONS:

Collaboration Mini Grant, Phase II — Betty Musgrave, TECH PREP Director

a. Individual School Printouts of potential TECH PREP Pool
(40th - 60th percentile 8th grade students) — Sally Cherry, Hamilton/Jefferson Testing Center

b. TECH PREP Counselors' Survey

c. Year Two TECH PREP Expectations
(TECH PREP Marketing Plan)

d. TECH PREP Course of Study Brochure
(for training Industrial Technicians)

e. Horizons, Jr.

f. Students requiring Developmental Courses

What do you need at your school to make all of this workable?

Open Discussion for input and feedback.

WRAP-UP — Sally and Betty

AGENDA

Student Services Committee Meeting
February 7, 1992
11:30 - 3:00 pm

11:30 - 12:15

TECHNICAL PREPARATION GRANT: Betty Musgrave and Sally Cherry need to go over Tech Prep Grant procedures concerning the identification of students for a technical preparation curriculum. This procedure, identification, is a very important component in the implementation of a technical preparation curriculum, along with having a curriculum for students to go into.

12:15 - 12:45

LUNCH: In the conference room

12:45 - 3:00 pm

PLAN FOR CAREER DAY/NIGHT: The contract with the Armory has been completed for use on March 18 from 12:30 until 7:00 p.m.. Letters were sent to all businesses in the area who use Illinois Job Service for initial application. We have received confirmation from thirteen who say they will be participating this year. Nine said they would not be participating and twenty-one have not responded.

We need to complete our plans for March 18.

12:30 - 7:00 pm
AVC PM — Involvement
Woodlawn } bring students
in city

12:30 pm
55 55 — Wayne City 8th graders
40 — Webber freshmen
— Mr [illegible] Career Ed
35 — Waltonville 8th grade + freshmen
30 — [illegible]
6 — Hamilton Co
— Alternative Schools
— Casey Jr High, Kathy

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FEBRUARY 6, 1992

	LAST	FIRST	Mr/Ms	SENT	YES	COMP
31	Books	Larry	Mr	BOOTH	Y	Illinois Job Service
32	Cox	Joann	Mrs.		Y	Employment Security
33	Dauby	Randy	Mr	BOOTH	Y	Hamilton County Memorial Hos
34	Davenport	Sara	Ms	BOOTH	Y	Rend Lake College
35	Faulkner	Steve	Mr		Y	Hardee's of Mt. Vernon
36	Freeman	Stan	Mr	BOOTH	Y	Craig & Craig
37	Gertz	Diane	Ms	BOOTH	Y	Social Security Adm.
38	Knapp	Ted	Mr	BOOTH	Y	Internal Revenue Service
39	McGuire	Judy	Ms	BOOTH	Y	Friendship Manor
40	Musgrave	Betty	Ms	BOOTH	Y	Tech Prep Director
41	Ruffino	Ed	Mr		Y	Rend Lake College
42	Shreve	Norma	Ms	BOOTH	Y	Ill Dept Public Aid
43	Whipple	Sharon	Ms	BOOTH	Y	Joy Manufacturing Co.

Parents
Electronics
D.T.

yes
will Part.

	LAST	FIRST	Mr/Ms	SENT	YES	COMP
22	Epplin	Dennis	Mr	BOOTH	N	Jefferson Co Coop Ext Off
23	Hampton	Gary	Mr	NO	N	Wal-Mart
24	Hertenstein	Wedney	MS	NO	N	WESTERN TEMPORARY SERVICES
25	Lomax	Dorothy	Mr	NO	N	Holiday Inn
26	Lynn	Christie	Mrs	NO	N	Best Inns
27	Mateer	Mike	Mr	BOOTH	N	Mt. Vernon Sign
28	Meritt	Ken	Mr	NO	N	Airtex Products, Inc.
29	Mode	Maryann	Ms	NO	N	Nascote Industries
30	Stephens	David	Mr	BOOTH	N	Nutherm International

NO
will not

	LAST	FIRST	Mr/Ms	SENT	YES	COMP
1	Bandy	Dan	Mr	NO	??	Precision National
2	Black	Kathryn	Ms	NO	??	Bus & Professional Women's C
3	Collins	Greg	Mr	BOOTH	??	Illinois Power Co.
4	Endsley	Allen	Mr	NO	??	Webb Print Controls
5	Evans	Frank	Mr	NO	??	Ligma Corporation
6	Hermeling	John	Mr	NO	??	Hevi-Duty Dowzer
7	Hildebrand	Virginia	Ms	NO	??	Washinton County Hospital
8	Hirons	Malcolm	Mr	NO	??	Jefferson County Chamber of
9	Hodge	Kathy	Ms	NO	??	Crossroads Hospital
10	Johnston	Laura	Ms	NO	??	K-Mart
11	Karch Connie Peyton	Harold	Mr	BOOTH	??	Reservation Youth Center
12	Keen	Sgt	Mr	BOOTH	??	Illinois National Guard
13	Marin	Jack	Mr	NO	??	Fairfield Memorial Hospital
14	Mayfield	Jana	Ms	BOOTH	??	Good Samaritan Hospital
15	McIlrath	Terese	Ms	BOOTH	??	General Tire & Rubber
16	Rentfrow	Barbara	Ms	NO	??	Vernwood Press
17	Schlag	Claudia	Ms	BOOTH	??	Ramada Hotel
18	Sigrist	Pam	Ms	BOOTH	??	Career Guidance
19	Storment	Mary	Ms	NO	??	Big Wheeler's Truck Stop
20	Walker	Mike	Mr	NO	??	Big Chief Auto/Truck Stop
21	Weatherford	Stacy	Ms	BOOTH	??	Walgreen's

Have
not
Received
Reply

PLAN #1

Set up tables on floor and have "free" movement by students and parents. This would be from 12:30 - 7:00 pm

PLAN #2

Set up areas for students to hear a presentation from a representative and/or representatives from their table. The presentation would last for 10 minutes and no more than 15 minutes. One of us would be the moderator of that session to direct the questions and to sset the purpose and tone of the session.

PLAN #3

CONCERNS:

The armory area is "big". Sound could be a problem. When it is empty, sound carries well.

Chairs can be set up or they can sit on the floor.

Evening program can be set up different from the afternoon. Could have presentation sessions every 15 minutes...

REND LAKE AREA REGIONAL DELIVERY SYSTEM
for VOCATIONAL EDUCATION
Dr. Earl Jeffers, Director

TO: STUDENT SERVICES MEMBERS
OF REND LAKE REGIONAL DELIVERY SYSTEM

FROM: RON WILSON, CHAIRPERSON RonW

SUBJECT: NEXT MEETING

DATE: JANUARY 17, 1992

The next student services meeting is being scheduled for February 7, 1992, at Mt. Vernon High School in 100F conference room.

TIME: Start 11:30 a.m. (start immediately)

We will start at 11:30 with Betty Musgrave and Sally Cherry presenting Tech Prep information until 12:15, then break for lunch and continue after lunch with the planning of the Career Day activity that is scheduled for March 18 at the armory in Mt. Vernon.

Betty and Sally will, (1) review a draft that develops a process for selecting/admitting a TECH PREP COURSE OF STUDY: TRAINING FOR AN INDUSTRIAL TECHNICIAN, (2) develop a plan for marketing the TECH PREP Course study for training Industrial Technicians for your school, (3) seek counselor input on "How to Make it Work in your School."

Please find enclosed copies of letters that have been sent to businesses in the area, a list of businesses contacted, other...

Planning to see you on Friday, February 7 at 11:30 a.m.

Mt. Vernon Twp High School
320 South Seventh Street
Mt. Vernon, IL 62864
(618) 244-3700

JANUARY 17, 1992

	FIRST	LAST	Mr/Ms	SENT	YES	COMP
1	Larry	Books	Mr	BOOTH	YES	Illinois Job Service
2	Greg.	Collins	Mr	BOOTH	YES	Illinois Power Co.
3	Randy	Dauby	Mr	BOOTH	YES	Hamilton County Memorial Hos
4	Sara	Davenport	Ms	BOOTH	YES	Rend Lake College
5	Dennis	Epplin	Mr	BOOTH	YES	Jefferson Co Coop Ext Off
6	Diane	Gertz	Ms	BOOTH	YES	Social Security Adm.
7	Harold	Karch	Mr	BOOTH	YES	Reservation Youth Center
8	Sgt	Keen	Mr	BOOTH	YES	Illinois National Guard
9	Ted	Knapp	Mr	BOOTH	YES	Internal Revenue Service
10	Mike	Mateer	Mr	BOOTH	YES	Mt. Vernon Sign
11	Jana	Mayfield	Ms	BOOTH	YES	Good Samaritan Hospital
12	Mike	McHaney	Mr	BOOTH	YES	Legal Profession
13	Teresa	McIlrath	Ms	BOOTH	YES	General Tire & Rubber
14	Judy	McIntyre	Ms	BOOTH	YES	Friendship Manor
15	Betty	Musgrave	Ms	BOOTH	YES	Tech Prep Director
16	Claudia	Schlag	Ms	BOOTH	YES	Ramada Hotel
17	Norma	Shreve	Ms	BOOTH	YES	Ill Dept Public Aid
18	Pam	Sigrist	Ms	BOOTH	YES	Career Guidance
19	David	Stephens	Mr	BOOTH	YES	Nutherm International
20	Stacy	WeatherforMs		BOOTH	YES	Walgreen's
21	Sharon	Whipple	Ms	BOOTH	YES	Joy Manufacturing Co.
22	Dan	Bandy	Mr	NO	NO	Precision National
23	Kathryn	Black	Ms	NO	NO	Bus & Professional Women's C
24	Allen	Endsley	Mr	NO	NO	Webb Print Controls
25	Frank	Evans	Mr	NO	NO	Ligma Corporation
26	iane	Felton	Ms	NO	NO	Hardee's of Mt. Vernon
27	Gary	Hampton	Mr	NO	NO	Wal-Mart
28	John	Hermeling	Mr	NO	NO	Hevi-Duty Nelson
29	Wedney	HertensteiMS		NO	NO	WESTERN TEMPORARY SERVICES
30	Virginia	HildebrandMs		NO	NO	Washinton County Hospital
31	Malcolm	Hirons	Mr	NO	NO	Jefferson County Chamber of
32	Kathy	Hodge	Ms	NO	NO	Crossroads Hospital
33	Laura	Johnston	Ms	NO	NO	K-Mart
34	Jack	Marin	Mr	NO	NO	Fairfield Memorial Hospital
35	Ken	Meritt	Mr	NO	NO	Airtex Products, Inc.
36	Maryann	Mode	Ms	NO	NO	Mascote Industries
37	Andrew	Rudolph	Mr	NO	NO	Best Inns
38	Win	Russell	Mr	NO	NO	Holiday Inn
39	Mary	Storment	Ms	NO	NO	Big Wheeler's Truck Stop
40	Mike	Walker	Mr	NO	NO	Big Chief Auto/Truck Stop

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REND LAKE AREA REGIONAL DELIVERY SYSTEM
for VOCATIONAL EDUCATION

January 15, 1992

Ms McIlrath
Personnel Manager
General Tire & Rubber
PO Box 1029
Mt. Vernon, IL 62864

Dear Ms McIlrath:

The Student Services Committee, an active committee of guidance counselors from the high schools of Hamilton County Unit, Wayne City, Bluford, Mt. Vernon, Waltonville, Woodlawn, and Rend Lake Community College, is sponsoring their second CAREER DAY on Wednesday, March 18, 1992, at the State of Illinois National Guard Armory in Mt. Vernon, Illinois.

We appreciated your participation last year at the Ramada and our Committee requests your participation again this year. We are planning to hold the activity between 12:30 p.m. and 7:00 p.m. An afternoon lunch will be served for the business representatives at the armory around 5:00 p.m. By starting at 12:30 we should be able to schedule students from afternoon classes thus allowing more students to participate. Parents will be able to attend in the evening.

As a reminder, the purpose of the CAREER DAY activity is to provide career information and job skills required in your business to students and parents in our area. You and other businesses would provide this information from a table set up specifically for you. Students and parents will be able to ask you questions and receive any literature that you may have to hand out.

You will be contacted prior to March 18 of the exact format of the CAREER DAY activity.

We encourage your participation and help. Would you please respond to the enclosed confirmation form and return it in the self-addressed envelope.

Respectfully,

Ron Wilson, Chairperson of Student Services Committee
Dr. Earl Jeffers, System Director (618) 244-3700 #210
Mt. Vernon Twp High School
320 South Seventh Street
Mt. Vernon, IL 62864

fn:cov-let1

REND LAKE AREA REGIONAL DELIVERY SYSTEM
for VOCATIONAL EDUCATION

January 15, 1992

Mr Marin
Administrator
Fairfield Memorial Hospital
NW 11th
Fairfield, IL 62837

Dear Mr Marin:

The Student Services Committee, an active committee of guidance counselors from the high schools of Hamilton County Unit, Wayne City, Bluford, Mt. Vernon, Waltonville, Woodlawn, and Rend Lake Community College, is sponsoring their second CAREER DAY on Wednesday, March 18, 1992, at the State of Illinois National Guard Armory in Mt. Vernon, Illinois.

We regret that you were not able to participate last year at the Ramada. Our Committee requests your participation again this year. We are planning to hold the activity between 12:30 p.m. and 7:00 p.m. with an afternoon lunch being served to the business representatives at the armory around 5:00 p.m. By starting at 12:30 we should be able to schedule students from afternoon classes thus allowing more students to participate. Parents will be able to attend in the evening.

The purpose of the CAREER DAY activity is to provide career information and job skills required in your business to students and parents in our area. You and other businesses would provide this information from a table set up specifically for you. Students and parents will be able to ask you questions and receive any literature that you may have to hand out. You will be notified prior to March 18 of the exact format of the CAREER DAY activity.

We encourage your participation and help. Would you please respond to the enclosed form and return it in the self-addressed envelope.

Respectfully,

Ron Wilson, Chairperson of Student Services Committee
Dr. Earl Jeffers, System Director (618) 244-3700 #210
Mt. Vernon Twp High School
320 South Seventh Street
Mt. Vernon, IL 62864

fn:cov-let3

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Time

12:30 - 7:00

MT. VERNON

Other Schools

12:30 } 5th period + AVC
1:30

1:30 } 6th period + AVC
2:30

2:30 } 7th period
3:30

3:30 } students + Parents
4:30

4:30 } "
5:30

5:30 } "
6:30

6:30 } "
7:30

Grade Schools

Meal for Participants

REND LAKE AREA REGIONAL DELIVERY SYSTEM
FOR VOCATIONAL EDUCATION

Dr. Earl Jeffers, Director
320 South Seventh Street
Mt. Vernon, Illinois 62864
(618) 244-3700 #210

Serving Hamilton County, Webber,
Wayne City, Mt. Vernon, Woodlawn,
and Waltonville High Schools
in cooperation with Rend Lake College

March 6, 1992

Ms Betty Musgrave
Director
Tech Prep Grant
c/o Barry Kohl, Reg Supt
Benton, IL 62812

Dear Ms Musgrave,

Thank you very much for agreeing to participate in our second Regional Delivery Career Day. Also, thank you for waiting for an over-due reply from our office.

TIME: Enclosed is a program for the Career Day activity. Please note that it shows the Career Day activity starting at 12:30 p.m. and running until 4:00 p.m. with a 2 hour break. The activity will resume at 6:00 for an hour session ending at 7:00 p.m. Approximately 600 students will attend the afternoon session.

MEAL: The Student Services Committee is providing a salad and hot sandwich buffet (Italian Beef) for all business participants in 100F conference room at Mt. Vernon High School. This room is close to the Armory and is easily reached by a 1/2 block walk. It will be set up so that you may arrange your eating time whenever it is most convenient for you, run errands, feed the dog, etc...

SET UP: All businesses will be able to start setting up at 10:00 a.m. on Wednesday, March 18. Our office will have staff and assistants to help you. We will be providing you with a table and a sign with your company/business name. Will you need electrical service or other specific needs? If so, please call us so we can make arrangements, 244-3700 (ext #210). See enclosed set-up chart.

DRAWINGS: Last year, the participating companies brought small items for drawings, promotional items with logos, caps, pencils, tickets for a meal, etc. This activity worked out extremely well. If you have items that you wish to contribute to the drawings, please bring them with you on the 18th. If you do not wish to participate in the drawings, that is fine too.

ENCLOSURES:

- A flyer that was sent to all high school students in the region.

  Each high school used their own system of distributing the flyer to students and parents. Mt. Vernon High School mailed the flyer to all parents by printing it on a full page in the Counselor's Desk newsletter. The Counselor's Desk has a monthly publication and distribution.

- A list of the businesses participating; there may be a few more.

- A handout sheet listing suggested questions that students and parents can ask the business representatives.

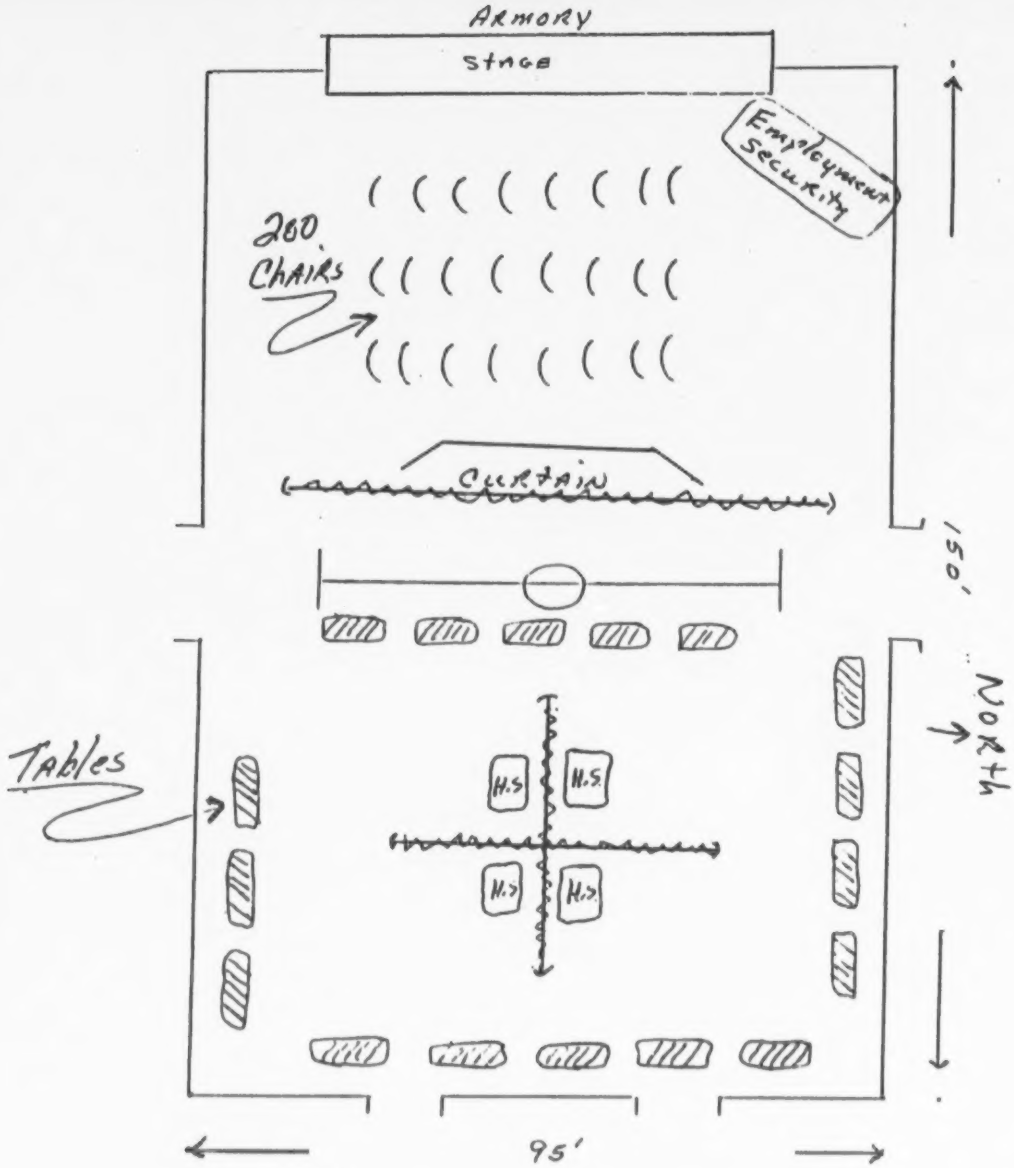
- Floor plan of the Armory.

Again, thank you very much for agreeing to participate. We look forward to seeing you on March 18 at the Armory.

Respectfully,

Earl Jeffers

Dr. Earl Jeffers
Assistant Superintendent/Vocational Director
Mt. Vernon Twp High School
Director---Rend Lake Area Regional Delivery System


ARMORY
STAGE
Employment Security
200 Chairs
CURTAIN
150'
North
Tables
H.S.
H.S.
H.S.
H.S.
95'

The ARMORY is A very large space. We plan to move students into chair area for about 15" of information on career and employment opportunities. Tables will be set up for businesses. The high schools will also have some displays of computers, food service, health, etc.

Betty Musgrave

TO: Rend Lake Student Service Committee Members
FROM: Ron Wilson
DATE: February 10, 1992
RE: Results of Committee Meeting on 2-7-92

* Next meeting is scheduled for March 6 from 1:30 - 3:00 PM

Betty, Thanks - the presentation was done nicely.

A. TECH PREP: Betty Musgrave and Sally Cherry led a well planned presentation on identification of tech prep students to: Evelyn Powers, Ed Ruffino, Sara Davenport, Dan Bullard, Sherry Buch, Ron Harper, Ron Wilson, Larry Gwaltney, Ferrell Wiman, Bob Brown, and Lowell Rose.

B. PLANNED FOR CAREER DAY: Agreed to:

1. Have each school (counselor) determine how many students they will be sending to Career Day on March 18. This is to be returned in writing to the RDS office by Friday, Feb. 14.

2. Call additional businesses to participate in Career Day activities:

L. Gwaltney	Wal-Mart
R. Wilson	Mt. Vernon Sign
J. Lewis	Nascote Industries
L. Manker	Nutherm International
E. Jeffers	Ill. Power, General Tire
P. Garrett	Crossroads Hospital
D. Bullard	Reservation Youth Center
J. Knolhoff	Good Samaritan Hospital

3. Prepare and complete a Career Day Flyer for distribution. Ron Wilson will prepare and send ample quantities to each school.

4. Start the Career Day activity promptly at 12:30 and run to 4:00 p.m.---have a 2 hour break---and resume at 6:00 and go to 7:00 p.m.

5. Have Earl Jeffers and Ron Wilson continue to work on layout of floor plan, divider, positioning of presenters, etc. Agreed that the first part of an hour would be structured and the last half of the hour will be "free flow" for the students.

6. Have counselors assist the presenters during the structured sessions.

7. Run advertisement in the Register News and the Wayne County Register. Jane Marlowe and Dan Bullard will take care of this.

8. Have next meeting on Friday, March 6 at the RDS office conference room from 1:30 p.m. until 3:00 p.m.

Con't →

9. Have a drawing during the 6:00 - 7:00 p.m. session.

10. Other.....prepare evaluation survey, handouts, need to think of ways to contact parents (parents need to utilize this activity to gain needed information and contact with business to provide support and encouragement to their son/daughter, etc.).

11. Have refreshments for presenters but not a full meal. There will be a break between 4:00 and 6:00 p.m. on March 18.

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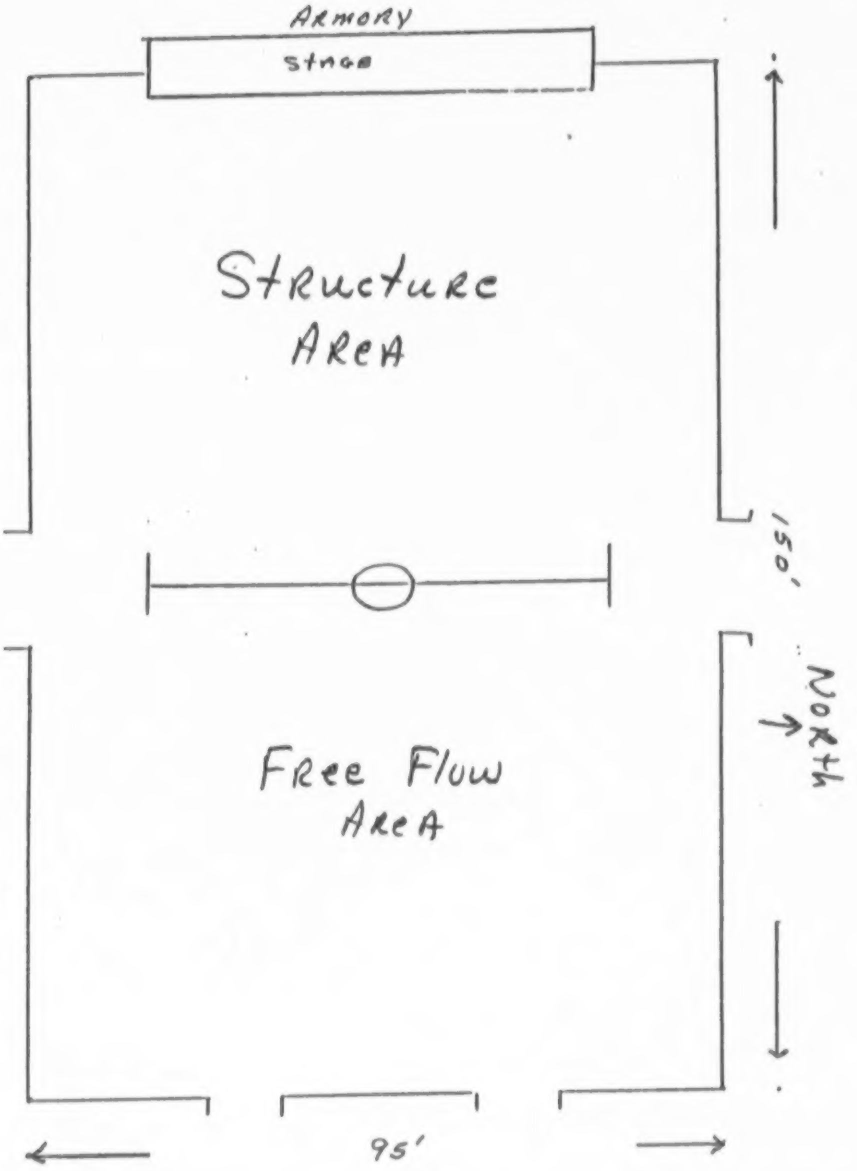
ARMORY
stage
Structure AREA
Free Flow AREA
150'
North
95'

REND LAKE AREA REGIONAL DELIVERY SYSTEM
for VOCATIONAL EDUCATION

January 15, 1992

Ms Musgrave
Director
Tech Prep Director

Dear Ms Musgrave:

The Student Services Committee, an active committee of guidance counselors from the high schools of Hamilton County Unit, Wayne City, Bluford, Mt. Vernon, Waltonville, Woodlawn, and Rend Lake Community College, is sponsoring their second CAREER DAY on Wednesday, March 18, 1992, at the State of Illinois National Guard Armory in Mt. Vernon, Illinois.

We appreciated your participation last year at the Ramada and our Committee requests your participation again this year. We are planning to hold the activity between 12:30 p.m. and 7:00 p.m. An afternoon lunch will be served for the business representatives at the armory around 5:00 p.m. By starting at 12:30 we should be able to schedule students from afternoon classes thus allowing more students to participate. Parents will be able to attend in the evening.

As a reminder, the purpose of the CAREER DAY activity is to provide career information and job skills required in your business to students and parents in our area. You and other businesses would provide this information from a table set up specifically for you. Students and parents will be able to ask you questions and receive any literature that you may have to hand out.

You will be contacted prior to March 18 of the exact format of the CAREER DAY activity.

We encourage your participation and help. Would you please respond to the enclosed confirmation form and return it in the self-addressed envelope.

Respectfully,

Ron Wilson, Chairperson of Student Services Committee
Dr. Earl Jeffers, System Director (618) 244-3700 #210
Mt. Vernon Twp High School
320 South Seventh Street
Mt. Vernon, IL 62864

fn:cov-let1

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CAREER DAY

Where: Armory at Mt. Vernon
Time: 12:30 - 4:00 p.m. afternoon session
6:00 - 7:00 p.m. evening session
When: March 18, 1992

Who is invited: Students
Parents
Staff
General Public

Area schools will be sending select students to the 12:30 - 4:00 p.m. session

INFORMATION TO BE PRESENTED:

Personnel representatives from government, business and industry, and Rend Lake Community College, will be available to provide students and parents information on employment opportunities, qualifications for occupations, and available training programs.

Students and parents will have the opportunity to hear these representatives in small group sessions and one-on-one open sessions.

SPONSORED BY:

Student Services Committee of the Rend Lake Area Regional Delivery System for Vocational Education.

PARTICIPATING SCHOOLS:

Hamilton County Unit
Wayne City Unit
Webber Twp. High School
Mt. Vernon Twp. High School
Woodlawn High School
Waltonville High School
Rend Lake Community College

Please contact your school counselor for additional information or call 244-3700 ext #210.

PARTICIPATING BUSINESSES

Bus & Professional Women's Club
thy Tinsley, Pres
106 Jordan
Mt. Vernon, IL 62864 242-5710

CAD/Drafting
Larry Manker, Drafting instructor
Mt. Vernon Twp High School
Mt. Vernon, IL 62864 244-3700

Computer math curriculum
Tom Copple, Math instructor
Woodlawn High School
Woodlawn, IL 62898 735-2631

Computers---business
Vickie Lewis, Business instructor
Mt. Vernon Twp High School
Mt. Vernon, IL 62864 244-3700

Employment Security
Joann Cox, Agent
54 E Crownview
. Vernon, IL 62864 242-6121

Friendship Manor
Judy McGuire, Business Mgr.
305 Friendship Dr.
Nashville, IL 62263 327-3041

Hamilton County Memorial Hospital
Randy Dauby, Business Mgr.
611 South Marshall
McLeansboro, IL 62859 643-2361

Hardee's D-town
Steve Faulkner, Gen Manager
4333 West Broadway
Mt. Vernon, IL 62864 244-4846

Ill Dept of Public Aid
Norma Shreve, Adm Office Manager
414 Main
. Vernon, IL 63864 242-1040

Illinois Job Service
Larry Books, Agent
54 E Crownview
Mt. Vernon, IL 62864 244-1700

Illinois National Guard
Sgt Keen, Ill National Guard
205 South 7th
Mt. Vernon, IL 62864 242-1061

Internal Revenue Service
Ted Knapp, Revenue Agent
105 South 6th
Mt. Vernon, Il 62864 244-3453

Joy Manufacturing Co.
Sharon Whipple, Personnel Mgr.
4 Industrial Park
Mt. Vernon, IL 62864 242-3650

Ligma Corporation
Frank Evans, Personnel Mgr.
Box 231
Nashville, IL 62263 327-4416

Rend Lake College
Sara Davenport, Counselor
Counseling Services
Ina, IL 62846 437-5321

Reservation Youth Center
Taylor Connie , Coordinator
#16 Cottonwood
Mt. Vernon, IL 62864 244-1759

Social Security Adm.
Diane Gertz, Branch Mgr
105 South 6th
Mt. Vernon, IL 62864 242-3107

Tech Prep Grant
Betty Musgrave, Director
c/o Barry Kohl, Reg Supt
Benton, IL 62812 438-9711

And a few more to be
confirmed

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QUESTIONS TO ASK ABOUT AN OCCUPATION

1. What is the employment demand for the occupation?

2. What are the industries which employ the occupation?

3. Which industries offer the greatest employment opportunities?

4. Who/Where are the major employers for the occupation?

5. What are the working conditions and physical demands of the occupation?

6. What are the opportunities for advancement?

7. What are the earning or wage rates for the occupation?

What are the hiring practices/requirements for the occupation?

9. What education and training programs may be required for entry-level employment?

10. What are the related occupations?

11. What are the job duties?

12. How does the supply of program graduates impact on the demand for the occupation?

To: Board of Control

Subject: Report of Career Day activity on March 18, 1992 at the Armory

From: Ron Wilson, Chairperson of Student Service Committee.

Date: May 6, 1992

The attached information shows the Career Day evaluation responses made by the students and the adults. The students received evaluation forms in their classes 2-3 days after the Career Day activity. The adult responses came from all business participants, counselors, and the teachers who brought students to the afternoon activity.

To summarize, students felt that there should be a wider variety of businesses at the activity. Many students stated they appreciated the opportunity to get to meet with the people at the booths and to find out about helpful information they felt they will need in preparing for their career. Also, many students felt the armory was too crowded and that some type of improved organization is in order to handle the flow of traffic. The students liked the business and school displays. Several students felt that seniors should attend the activity.

The students liked the Illinois Employment job information terminals and they liked the courtesy they said was shown them by the business people. The students also indicated that they could not hear the speaker in the opening session.

The adult responses indicated that some sort of preparation is needed so that students understand "why" they are there, several said that the students just seemed to wander around. They did like the location of the armory indicating it was close to the high school enabling "more" students the opportunity to attend in the afternoon. The very light attendance by parents was a concern to the business people.

Between 600 and 700 students were in attendance during the afternoon activity. We had 22 different businesses represented with over 33 different business people in attendance at different times during the day and evening. An evening buffet was served to the business participants between 4:00 and 6:00 in our vocational office conference room.

STUDENTS

THINGS I LIKED ABOUT THE CAREER DAY ACTIVITY:

Good opportunity to find out about a wide selection of jobs and careers and job information---(61 different responses)
I liked the information at the booths, it was good information---21
Business people were friendly and courteous, they were kind and helpful and they really helped me---17

I enjoyed talking to the business people, they were helpful---17
Gave me a break from school----14
Armory set up was a good idea, lots of room---8
Good, good displays and interesting---6

Caused me to think about things I did not know before----6
I liked the demonstrations---4
Good chance to learn about a career---3
Gave us a chance to think about and get ideas about a job---3
I learned a lot about different jobs and career-making decisions--3
I liked the RLC booth---3

I liked the IRS station, they really helped me understand more about our IRS, maybe I will work there someday---3
Liked the mechanic, carpentry and engineer display---3

Nice people---2
There were a lot of things there---2
Career computer terminal---2
Liked the tech booth---2
Liked the computers---2
Liked the electronics and CAD booth---2

the following received one response each

Got to learn how companies worked.
The many things to pick up at each table.
Liked the friendly man at RLC.
Got a lot out of it.

Liked the set up, but some had very little room.
I would like to go back.
I liked the RLC brochures.
I liked the way the people answered my questions.
Liked having General Tire there.

Helped me make a decision about what I would like to be.
They told us the good and the bad.
Liked the hands-on.
Liked the welding and auto.
Liked the hover board.

Liked the free pencils.
Liked the TV show.
Liked the health booth.
Liked Joy Technology.
Learned about repair on lines and the education you have to have.

Liked the Professional Women's Club booth.
I got a job.

STUDENTS

THINGS THAT I WOULD DO TO IMPROVE THE CAREER DAY ACTIVITY:

Need more businesses represented, wider selection---78
Could hardly hear the speaker---32
Too many people, need more space---18
More organization---15
Need to have another one when we are seniors and we will know more then---11

More time to talk with us---7
More specific information, more detail on careers, schooling---7
Bigger space---6

Need law enforcement represented---3
More colleges---3
Needs to be longer so we can have more time to look around---3
Microphone should be improved---3

I would like to see more handouts---2
Require all classes to attend---2
Needs to be set up for more classes during the day---2

780

the following received one response each

Every class should have to go.
More information on teaching careers.
Need something on animal care.
More background on what is happening on Career Day.
Eliminate displays in the corners, some were hard to find.

Let a person demonstrate the computers.
Too much talking, too noisy.
Special time for questions and answers.
Show more technology.
Have them talk about why they are there, have an activity sheet.

There were too many school booths.
Would like more about General Tire.
Have professional careers represented.

ADULTS

THINGS I LIKED ABOUT THE CAREER DAY ACTIVITY:

Opportunity for students to ask questions on different careers---12
Very organized, better than last year---6
Number of students increased from last year---5
Chance to meet other employers---4
Close to the high school---5

Students liked the job terminals---4
Packet, good information---4
Display of vocational classes---3
Luncheon and place held were good---3
Liked door prizes and all schools getting a chance to win---2

the following received one response each

Exibitors would like to be part of door prizes.
Liked the Woodlawn display.
Spacing between booths.
Mixture of businesses.
Liked the information from Crossroads, HOSA, and General Tire.

Day time scheduling allowed students to attend during the day.
Group session before mingling.
Format of Career Day.

Cooperation of school officials.
Opportunity for us to be visible to students.
Plenty of room and relaxed atmosphere.
Displays were great.
Students got involved.
County students were bussed in.

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

TECH PREP

FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM

COUNSELORS' SURVEY

SCHOOL:____________________ **Counselor's Name**________________

5= Total Utilization 4= Partial Utilization 3= Approx. half utilization
2= Seldom Utilization 1= No Utilization

1. What kind of information do you receive from 8th grade local assessments?

2. If you receive 8th grade local assessment information, in what month do you receive it?

3. To what degree do you utilize teacher input and recommendations for the placement of 8th grade students into high school courses?

5 4 3 2 1

Comments:

4. To what degree do you utilize National Achievement scores for placement of 8th grade students into high school courses?

5 4 3 2 1

Comments:

5. What type of information from students would help counselors most in placing students?

Comments:

ADULTS

THINGS I WOULD DO TO IMPROVE CAREER DAY ACTIVITY:

Invite more businesses---7
Could not hear speaker---4
Smaller grouping, if possible---3
No two hour break in middle---3
Sound system needs repaired---3

Get out of class, many were not interested---2
Limit students to more specific segments, smaller groups over a larger period of time---2
Find a way to motivate parents to attend evening session---2
Have different days for Frosh/Soph and /Jr/Sr---2

the following received one response each

Some sort of screening.
Lack of refreshments at site.
Students spend more time to visit, they just wandered around.
Too noisy during group.

Organization during the day.
General session was too crowded.
More promotion.
Purpose is to provide career guidance.
Pick up only brochures they are interested in.

Bring in good students.
Bring junior and senior classes.
Add morning to the day activity.
Earlier notice to business.
Which way to visit displays, all move counter-clockwise.
Some students said there was not enough time, not enough seats, and too noisy.

General meeting was not necessary.
Keep/develop a fair-like atmosphere.
Too many students scheduled.
Many occupations like teaching and law enforcements were not represented.

More advance notice.
All should be silent during the orientation session.
More controlled environment.
Armory was too crowded, congestion was terrible.
Poor acoustics.
Tables need to be more centralized.
Teachers need to require students to ask specific questions.

6. Are counselors at your school involved in the development of the School Improvement Plan? Yes _____ No _____

7. Please list the personnel from your school that are involved in the development of the School Improvement Plan.

8. Are vocational teachers from your school involved in the development of the School Improvement Plan? Yes _____ No _____

9. Is the total staff at your school involved in the development of the School Improvement Plan? Yes _____ No _____

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

TECH PREP

REND LAKE AREA REGIONAL DELIVERY SYSTEM

COUNSELORS' SURVEY

[illegible]
LH ✓
SP ✓
[illegible]
Fu[illegible]

SCHOOL: Mt. Vernon High Sch **Counselor's Name** Brown

5= Total Utilization **4= Partial Utilization** **3= Approx. half utilization**
2= Seldom Utilization **1= No Utilization**

1. What kind of information do you receive from 8th grade local assessments? Achievement Test Scores (8th grade)

2. If you receive 8th grade local assessment information, in what month do you receive it? May

3. To what degree do you utilize teacher input and recommendations for the placement of 8th grade students into high school courses?

5 [✓ 4] 3 2 1

Comments:

4. To what degree do you utilize ~~National~~ Achievement scores for placement of 8th grade students into high school courses?

5 [✓ 4] 3 2 ~~1~~

Comments:

5. What type of information from students would help counselors most in placing students? Course selection / continued [illegible]

Comments: teacher recommendations / test scores / student grades /

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6. Are counselors at your school involved in the development of the School Improvement Plan? Yes X No ______

7. Please list the personnel from your school that are involved in the development of the School Improvement Plan.

Administrative Staff / Guidance Staff / Faculty / Staff

8. Are vocational teachers from your school involved in the development of the School Improvement Plan? Yes X No ______

9. Is the total staff at your school involved in the development of the School Improvement Plan? Yes X No ______

The **REND LAKE REGIONAL VOCATIONAL DELIVERY SYSTEM** is organized to provide orientation and skill level occupational training in each of the following programs. These programs are offered based upon employment opportunities and the needs of the students. Students will be provided skill training that will enable them to secure employment upon graduation from high school. Leadership, transitional, and employability skills such as job-training will also be provided. Each program is designed and articulated to enable students to further their training at the Rend Lake Community College or other training institutions.

AGRICULTURE BUSINESS AND MANAGEMENT-offers instruction in management, finance, mechanics, marketing, and crop and livestock production. Instruction will emphasize managing and financing an agri-business, marketing animals and animal products, sales related duties, growing corn, soybean, vegetables, and forage crops including fertilizer and chemical and handling and caring for animals. Occupations that could be entered upon successful completion of the program are; ag salesperson, farmer, fertilizer and chemical worker.

ACCOUNTING AND BOOKKEEPING-are of value to all students pursuing a strong background in business, marketing, management, and secretarial sciences. Instruction includes keeping financial records, summarizing and analyzing records for management and management decision-making. Computer applications will also be included in this program. Payroll clerk, and computer accounting are two examples of entry level jobs. This program provides background for students who plan to pursue a business curriculum in college as well as for those who plan to enter the work force immediately after high school.

INFORMATION PROCESSING-offers experiences in inputting and storing documents and files, editing and correcting documents, typing, keyboarding, word processing, operation control language, and monitoring computer controls during operation. Instruction is also provided in using spreadsheets, graphics, data base files and electronic communications. Hands-on experiences are provided on information processing equipment that includes electric and memory typewriters, micro-computers, word processors, and main-frame computers such as IBM 36. This training will be articulated with information processor manager and records manager at the post-secondary level.

SECRETARIAL-offers instruction and laboratory experiences to enable graduates to perform administrative and general office duties. Classroom and laboratory instruction includes an introduction to stenographic, legal, medical, and executive secretarial duties. Skills are developed in typing, word processing, machine transcription, taking and transcribing dictation, filing procedures, communications, and office machines. Microcomputer activities include word processing, preparing payroll, controlling inventory, and accessing customer and personnel data. Some examples of employment opportunities are: industrial, government agencies, insurance, accounting, savings and loan offices, law offices and law firms, and medical facilities.

MARKETING-prepares students to perform marketing duties in the distribution of products and services. Employment opportunities are available with retail and wholesale companies, supermarkets, department stores, and hotel-motel firms. Sales clerk, cashier, and stock clerk are sample jobs in this field.

OCCUPATION OF HOMEMAKING-the primary and sole occupation in this program is that of a Homemaker. This program assists students with management, decision-making, leadership, coping and interpersonal relationship skills for the multiple role of a homemaker (both male and female). Living environment, parenting, adult living, and resource management are the main courses in this program. Foods and nutrition, clothing, and child care courses also provide units of instruction for becoming a Homemaker.

CHILD AND DAY CARE-offers classroom and laboratory instruction concerned with the care and understanding of people of various ages. Upon completion of the program, students will have gained skills needed for successful employment and/or articulated education in the child and day care field. Job opportunities are available in child and adult day care facilities, preschool programs, private homes, and recreational centers.

FOOD SERVICES-provides instruction for employment in nutrition, and food preparation and service. Instruction includes selection, preparation care of food, cost, quality, portion control, planning, preparing, and serving food in institutional, commercial, or self-owned establishments.

CLOTHING AND APPAREL-prepares students for employment in occupations in clothing, apparel, and the textiles field. Fashion and fabric care, textile and garment design, clothing selection, construction, fitting and alterations, fashion/fabric coordination, and merchandising are included in this occupation.

(continued)

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NURSING-health occupations is a program that prepares individuals to provide services to those who are in need of health care. These persons provide services for the sick or injured and provide information about prevention of diseases and maintaining good health. The purpose of this program is to prepare the student for employment and/or to enter the post secondary education process. Employment opportunities in health include hospitals, nursing homes, extended care agencies, day care centers, clinics, home health agencies, public health departments, physician's offices, and departments of radiology, laboratory and respiratory therapy.

CONSTRUCTION-offers learning activities to develop skills related to masonry, carpentry, building maintenance custodian, drywall applicator, maintenance painter, plumbing, cost estimating, concrete work, roofing, finish work, lumber sizing, foundation layout and building concepts and procedures including roughing in of electrical devices. All learning experiences are designed to allow the student to acquire job-entry skills and knowledge.

DRAFTING/CAD-offers the students the opportunity to master tasks that are performed in industry by drafters, designers, architects and engineers. Students will develop general drafting skills and apply these skills to specific job related tasks. After completing a core of general instruction, students may select from several specialty areas, such as architectural, machine, civil, electronic, etc. Students will also develop the ability to perform tasks using freehand sketching, manual drafting (instruments) and CAD (computer aided drafting). Students will be prepared for beginning employment and for further training in college programs for technology, architecture, and engineering. Instruction at the skill level (11-12 grade) is self-paced and allows for varying levels of abilities.

ELECTRONICS-will provide instruction for students to become knowledgeable of a variety of skills associated with various electronic occupations. Employment is available in electronic instrumentation, communications, bio-medical equipment, computers, electronic controls, and repair and servicing of electronic equipment. This program is closely articulated with technical training in electronics at Rend Lake College and other training institutions.

MANUFACTURING-offers instruction in safety practices, selecting materials, performing benchwork operations, precision measurement, layouts and operating a variety of tools and equipment used for separating, forming, and combining materials. Machine tool set-up, basic metallurgy, plastics, numerical control/computer, and maintenance and repair of machinery, sheet metal, operating vertical and horizontal milling machines, lathes, a surface grinder, drill presses, oxy-fuel welding and cutting, electric welding, wire feed, tig, and arc-air cutting will be taught in this program.

TRANSPORTATION-offers skill training that includes the maintenance, repair, and servicing of mechanical transportation (auto and truck). This program provides activities in the classroom, laboratory and shops, and in actual work settings to provide skills associated with automotive and diesel systems. Employment is available in automotive and truck service and maintenance businesses.

TECHNICAL PREPARATION-this program (to be developed) provides learning experiences related to the principles that underlie today's high technology: force, work, rate, resistance, energy, and power. This program deals with these principles as they apply in each of the four systems that make up both the simplest and the most complex technological devices and equipment such as mechanical, electrical, fluid, and thermal. The program is designed to allow the student to acquire knowledge and skills which are transferable to Rend Lake College and other training institutions.

COOPERATIVE EDUCATION-is a supervised work experience program. Typically, students will work during the afternoon of the school day and attend regular classes in the morning including a one-hour class related to their work. For example, a student wishing to pursue a secretarial program would take secretarial courses during high school and then cap off their secretarial program with supervised training at an approved secretarial worksite during their senior year. Job survival skills; job keeping skills, personal development, and human relationship skills will be developed in this program.

Revised 1/4/91

REND LAKE AREA REGIONAL
DELIVERY SYSTEM FOR
VOCATIONAL EDUCATION

MEMBER SCHOOLS

Hamilton County Unit #10
Dr. Don Roberts, Superintendent

Mt. Vernon Twp. High School #201
Dr. Pat Garrett, Superintendent

Waltonville Unit #1
Jim Jenkins, Superintendent

Wayne City Unit #100
Don Sutton, Superintendent

Webber Twp. High School #204
Dale Colwell, Superintendent

Woodlawn High School #205
David Thomas, Superintendent

......

Dr. Earl Jeffers, Director
Rend Lake Regional Delivery System

Dr. P. E. Cross, Regional Superintendent
Hamilton-Jefferson Counties

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TECH PREP

SYSTEM ______________________________
SCHOOL ______________________________
COUNSELOR ___________________________
SUPERINTENDENT ______________________

YEAR TWO TECH PREP EXPECTATIONS

In addition to all year one requirements TECH PREP projects, at a minimum must address the following elements during the second year of funding:

6. The concept of TECH PREP will be clearly communicated to students, employers, and the public to ensure participation in, and an understanding of, the program.

	ACTIVITIES	EVALUATION EVIDENCE	RECEIVED
a. Develop written, visual and/or audio marketing materials consistent with the statewide effort) to communicate the TECH PREP concept/program to the general public.			
b. Develop a written marketing plan for TECH PREP using the developed materials.			
c. Show evidence of the various audiences to whom TECH PREP has been marketed. Audiences should include students, parents and potential employers.			

TECH PREP

SYSTEM Rend Lake RDS (Jeffers)
SCHOOL Mt. Vernon HS #201
COUNSELOR Harper, Witson, Powers, Brown, Wiman, Rose
SUPERINTENDENT Dr. Pat Garrett

YEAR TWO TECH PREP EXPECTATIONS

In addition to all year one requirements TECH PREP projects, at a minimum must address the following elements during the second year of funding:

6. The concept of TECH PREP will be clearly communicated to students, employers, and the public to ensure participation in, and an understanding of, the program.

	ACTIVITIES	EVALUATION EVIDENCE	RECEIVED
a. Develop written, visual and/or audio marketing materials consistent with the statewide effort) to communicate the TECH PREP concept/program to the general public.	① Brochure was developed using teacher, small work groups to develop brochure ② Departments are developing graphic information sheets to show tech prep type curricula ③ RDS Brochures include Tech Prep definition ... Brochure is mailed to all 8th grade parents.		

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TECH PREP

SYSTEM ____________________

SCHOOL ____________________

COUNSELOR ____________________

SUPERINTENDENT ____________________

YEAR TWO TECH PREP EXPECTATIONS

In addition to all year one requirements TECH PREP projects, at a minimum must address the following elements during the second year of funding:

6. The concept of TECH PREP will be clearly communicated to students, employers, and the public to ensure participation in, and an understanding of, the program.

	ACTIVITIES	EVALUATION EVIDENCE	RECEIVED
b. Develop a written marketing plan for TECH PREP using the developed materials.	① Brochure will be handed out and introduced to all incoming freshman at time of Registration RH ② Brochure will be handed out and explained to identified tech prep soph students. RH ③ Video + Brochure will be used in Fresh Career Ed class for instructional purposes ④ Brochures, Related information, + Tech prep director will be utilyzed at Career Day Activity on March 18		

TECH PREP

SYSTEM ____________________

SCHOOL ____________________

COUNSELOR ____________________

SUPERINTENDENT ____________________

YEAR TWO TECH PREP EXPECTATIONS

In addition to all year one requirements TECH PREP projects, at a minimum must address the following elements during the second year of funding:

6. The concept of TECH PREP will be clearly communicated to students, employers, and the public to ensure participation in, and an understanding of, the program.

	ACTIVITIES	EVALUATION EVIDENCE	RECEIVED
c. Show evidence of the various audiences to whom TECH PREP has been marketed. Audiences should include students, parents and potential employers.	① RDS Career Day on March 18 ② Brochure to All 8th grade parents in RDS schools		

MT. VERNON TOWNSHIP HIGH SCHOOL
320 SOUTH SEVENTH STREET
MT. VERNON, ILLINOIS 62864
(618) 244-3700
FAX (618) 244-8047

PAT GARRETT, Superintendent
DIXIE WILSON, Secretary
ANN OVERSTREET, Treasurer

JIM SHIFFLET, Principal
EARL W. JEFFERS, Assistant Superintendent/
Vocational, Director
LOWELL ROSE, Dean of Students

February 1, 1991

Dear Parent and Student,

The Student Services staff at Mt. Vernon Township High School will be registering eighth grade students during the next two months. They will be providing students with information regarding courses that will be available to them during high school.

This letter is being sent to provide you with supplementary information on vocational programs and courses that are offered by Mt. Vernon High School and the Area Vocational Center through the Rend Lake Regional Delivery System. Enclosed is information for you and your son/daughter to consider.

In reviewing this information you will observe that Mt. Vernon High School offers many beneficial courses to our students. Over the years, students have been able to plan a flexible four year schedule to satisfy their emerging and ever-changing career objectives. These programs and courses are designed so that students will be able to enroll in them and also satisfy high school graduation requirements, continuing education requirements, and requirements for direct entry into the work force.

We ask that you review the enclosed information with your son or daughter.

If you have any questions regarding this information, please call the Vocational Department at Mt. Vernon Township High School, phone 244-3700, extension #210.

Respectfully,

Earl Jeffers

Dr. Earl Jeffers
Assistant Superintendent/
Vocational Director

Enclosures

ELECTIVE COURSE OPTIONS FOR INCOMING FRESHMEN (VOCATIONAL DEPARTMENT)

Subject #	Courses	Occupations
555 556	Introduction to Ag Industry I (1/2) Introduction to Ag Industry II (1/2)	Sales - Animal Feed Sales - Equipment and Supplies Fertilizer, and Chemical Worker Veterinarian Aide
605 606 610 611	Business and Technology Concepts I (1/2) Business and Technology Concepts II (1/2) Keyboarding, Typewriting, Formatting I (1/2) Keyboarding, Typewriting, Formatting II (1/2) (These are basic courses for the Accounting, Information Processing, Secretarial, and Marketing programs.)	Bookkeeper Payroll Clerk Secretarial Accounting Clerk Word Processing Information Specialist Terminal Operator Computer Operator Salesperson Cashier, Teller
760 762 '55	Growth and Development (1/2) Clothing and Apparel (1/2) Foods I (1/2) (These courses are the basic courses for Homemaking, Child Care, and Clothing and Apparel programs)	Homemaker Sales Clerk Buyer-Retailer Child Care Fashion Buyer Retail Store Manager
705	Health Occupation Exploration (Soph) (1/2)	Nurse Assistant Home Health Aide Radiologic Aide Respiratory Aide Medical Laboratory Aide
800	Industrial Technology Orientation (1.0) 801 Communication Technology 802 Energy Utilization 803 Production Technology 804 Transportation Technology	Carpentry Computer Repair Technician Electronics Technician Auto Mechanics Machine Tool Operator Combination Welder Computer Aided Drafter Commercial Electricians Maintenance Worker

(The industrial orientation course is a one year course that offers one quarter of instruction in each of the four areas listed. This course is the introduction to a number of industrial programs at the sophomore, junior, and enior level such as Auto Mechanics, Construction, Drafting/CAD, Electronics, Manufacturing, and technical preparation in general.)

VOCATIONAL COURSES AND PROGRAMS

FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
Agricultural Occupations			
Intro to Ag Industry I (1/2) Intro to Ag Industry II (1/2)	Intro to Ag Industry I (1/2) Intro to Ag Industry II (1/2) Orient to Ag Science I (1/2) Orient to Ag Science II (1/2)	Orient to Ag Science I (1/2) Orient to Ag Science II (1/2) *Agribusiness Operations *Agribusiness Management	Orient to Ag Science I (1/2) Orient to Ag Science II (1/2) *Agribusiness Operations *Agribusiness Management AVC Coop Ed. (3) SAE (1/2) (FFA Recordbook)
Business and Marketing Occupations			
Business & Technology Concepts I (1/2) Business & Technology Concepts I (1/2) Keyboarding/Typewriting/ Formatting I & II (1/2)	Business & Technology Concepts I (1/2) Business & Technology Concepts I (1/2) Keyboarding/Typewriting/ Formatting I & II (1/2) Computer Concepts I (1/2) Accounting I Shorthand I	Shorthand I Accounting I Accounting II Computer Concepts I (1/2) Marketing Fund. Information Processing I Office Procedures Keyboarding/Typewriting/ Formatting I & II (1/2)	AVC Coop Ed. (3) AVC Info. Processing II (2) Accounting I Accounting II Computer Console Operation Marketing Fund. Information Processing I Office Procedures Shorthand I Shorthand II Office Practice (2) Keyboarding/Typewriting/ Formatting I & II (1/2)
Industrial Occupations			
Industrial Technology Orientation Communication Technology, Energy Utilization Technology Production Technology, Transportation Technology	Orientation to: Communication Technology Energy UtilizationTechnology Production Technology Transportation Technology (The above courses, all 1/2 credit, are also available to juniors and seniors)	AVC Construction (2) AVC Transportation (2) AVC Draft/CAD (2) AVC Electronics (2) AVC Manufacturing (2) Transportation A	AVC Construction (2) AVC Transportation (2) AVC Draft/CAD (2) AVC Electronics (2) AVC Manufacturing (2) Transportation A AVC Coop Ed. (3)
Health Occupations			
	Health Occ. Exploration (1/2)	AVC Health Core Skills (2)	AVC Health Care Aide (2) AVC Coop Ed. (3)
Home Economics Occupations			
Clothing & Textiles I (1/2) Foods & Nutrition (1/2) Growth & Development (1/2)	Child & Day Care Occ. I Clothing & Textiles I (1/2) Foods & Nutrition (1/2) Growth & Development (1/2) (The above courses are also available to juniors and seniors)	Child & Day Care Occ. I Adult Living (1/2) Living Environments (1/2) Parenting (1/2) Fashion Merchandising Resource Management (1/2)	Child & Day Care Occ. II Adult Living (1/2) Living Environments (1/2) Parenting (1/2) Fashion Merchandising AVC Coop Ed. (3)

* Offered on alternating years

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HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

TECH PREP

REND LAKE AREA REGIONAL DELIVERY SYSTEM

COUNSELORS' SURVEY

SCHOOL: Wayne City Highschool **Counselor's Name** Don Bullard

5= Total Utilization 4= Partial Utilization 3= Approx. half utilization
2= Seldom Utilization 1= No Utilization

1. What kind of information do you receive from 8th grade local assessments? Objectives report for areas where group needs instruction

2. If you receive 8th grade local assessment information, in what month do you receive it? MAY

3. To what degree do you utilize teacher input and recommendations for the placement of 8th grade students into high school courses?

5 [✓ 4] 3 2 1

Comments:

4. To what degree do you utilize National Achievement scores for placement of 8th grade students into high school courses?

5 4 3 [✓ 2] 1

Comments:

5. What type of information from students would help counselors most in placing students? INTEREST AREAS

Comments:

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6. Are counselors at your school involved in the development of the School Improvement Plan? Yes [✓ X] No ____

7. Please list the personnel from your school that are involved in the development of the School Improvement Plan.

School Board, Supt. Principals, Teachers

8. Are vocational teachers from your school involved in the development of the School Improvement Plan? Yes [✓ X] No ____

9. Is the total staff at your school involved in the development of the School Improvement Plan? Yes ____ No [✓ /] but representatives for Teachers

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
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FAX (618) 435-2861

if TECH PREP Site
pfm

TECH PREP

FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM

COUNSELORS' SURVEY

SCHOOL: Frankfort High Counselor's Name C. Izlasr

5= Total Utilization 4= Partial Utilization 3= Approx. half utilization
2= Seldom Utilization 1= No Utilization

1. What kind of information do you receive from 8th grade local assessments?

All Forms – Individual scores – Class Scores – Special Student Scores

2. If you receive 8th grade local assessment information, in what month do you receive it?

Late April

3. To what degree do you utilize teacher input and recommendations for the placement of 8th grade students into high school courses?

[✓ 5] 4 3 2 1

Comments: This is the Primary Placement Tool / Local Assessment Scores are also used.

4. To what degree do you utilize National Achievement scores for placement of 8th grade students into high school courses?

5 4 [✓ 3] 2 1

Comments: Iowa Scores are used secondarily

5. What type of information from students would help counselors most in placing students?

Comments: Vocational Plans

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6. Are counselors at your school involved in the development of the School Improvement Plan? Yes ✓ No ____

7. Please list the personnel from your school that are involved in the development of the School Improvement Plan. Principal/Asst. Principal
Guidance Staff
Department Heads

8. Are vocational teachers from your school involved in the development of the School Improvement Plan? Yes ____ No ✓

9. Is the total staff at your school involved in the development of the School Improvement Plan? Yes ____ No ✓

Frankfort Community High School
Office Of The Principal
601 East Main Street – Area Code 618 932-3126
West Frankfort, Illinois 62896

SCHEDULE OF PRESENTATIONS FOR TECH-PREP

FEB. 1992

1. PRESENTATION OF REGISTRATION MATERIALS TO 8th GRADERS.
2. LETTER CONCERNING TECH-PREP INCLUDED IN THE REGISTRATION PACKET.
3. PRESENTATION OF REGISTRATION MATERIALS TO 9th AND 10th GRADERS.
4. TECH-PREP BROCHURE DISTRIBUTED TO ALL ALONG WITH A LETTER EXPLAINING THE PROGRAM.
5. PRESENTATION TO ALL ALGEBRA I CLASSES ABOUT TECH-PREP TO DISCUSS APPLIED MATH AS AN ALTERNATIVE TO ALGEBRA II.
6. TECH-PREP BROCHURE DISTRIBUTED TO ALL ALGEBRA I STUDENTS.

MARCH 1992

1. NEWSPAPER ARTICLE EXPLAINING TECH-PREP WITH BROCHURE PRINTED IN THE DAILY AMERICAN NEWSPAPER.
2. PRESENTATION TO INCOMING FRESHMEN AND THEIR PARENTS AT FRESHMAN ORIENTATION NIGHT.
3. DEMONSTRATIONS AND BROCHURES AVAILABLE IN PRINCIPLES TECHNOLOGY CLASSROOM AT FRESHMAN ORIENTATION NIGHT.

TECH PREP

SYSTEM Dist 168
SCHOOL Frankfort High
COUNSELOR C. Smith / C. Ielaga
SUPERINTENDENT R. Davis

YEAR TWO TECH PREP EXPECTATIONS

In addition to all year one requirements TECH PREP projects, at a minimum must address the following elements during the second year of funding:

6. The concept of TECH PREP will be clearly communicated to students, employers, and the public to ensure participation in, and an understanding of, the program.

	ACTIVITIES	EVALUATION EVIDENCE	RECEIVED
a. Develop written, visual and/or audio marketing materials consistent with the statewide effort) to communicate the TECH PREP concept/program to the general public.	1. Oral Presentation To 8th Graders		
	2. Letter To Students + Parents in Registration Materials	Copy of Letter	
	3. Oral Presentation To 9th/10th Graders		
	4. Brochure To Students At Registration Time	Copy of Brochure	
	5. Oral Presentation + Brochures Available At Freshman Orientation Night	Parent Interest (Questions)	

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TECH PREP

SYSTEM Dist 168
SCHOOL Frankfort High
COUNSELOR C. Smith / C. Irlage
SUPERINTENDENT R. Davis

YEAR TWO TECH PREP EXPECTATIONS

In addition to all year one requirements TECH PREP projects, at a minimum must address the following elements during the second year of funding:

6. The concept of TECH PREP will be clearly communicated to students, employers, and the public to ensure participation in, and an understanding of, the program.

b. Develop a written marketing plan for TECH PREP using the developed materials.	**ACTIVITIES**	**EVALUATION EVIDENCE**	**RECEIVED**
	1. Letters and Brochures used in All Registration Process' of 8th 9th & 10th Graders	1. Copies of the letters/ brochures	
	2. Parents'/Freshman Orientation Night on March 30, 1992	2. Copy of Newspaper Article announcing the Event.	
	3. Series of Newspaper articles shared to parents & Employers announcing/Explaining Tech/Prep	3. Copies of articles	

TECH PREP

SYSTEM Dist 168
SCHOOL Frankfort High
COUNSELOR C. Smith / [illegible] Irvine
SUPERINTENDENT R. Davis

YEAR TWO TECH PREP EXPECTATIONS

In addition to all year one requirements TECH PREP projects, at a minimum must address the following elements during the second year of funding:

6. The concept of TECH PREP will be clearly communicated to students, employers, and the public to ensure participation in, and an understanding of, the program.

	ACTIVITIES	EVALUATION EVIDENCE	RECEIVED
c. Show evidence of the various audiences to whom TECH PREP has been marketed. Audiences should include students, parents and potential employers.	1. Registration Presentations To students in 8th, 9th & 10th grade 2. Presentation To Parents of Freshman at orientation Night 3. Employers ?? See previous page		

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F.C.H.S. VOCATIONAL OFFERINGS

Frankfort Community High School will offer two Vocational Programs for the 1992-93 school year. The first program is the traditional vocational curriculum which offers students experience in Auto, Wood, Electronics, and Drafting. This traditional program allows students to prepare for jobs directly out of high school or for advanced junior college and college programs in these areas.

A new Tech-prep Industrial Technician Program will also be offered next year at F.C.H.S. Tech-prep represents an educational course that integrates college preparatory coursework with a rigorous technical educational concentration. It also provides for advance education such as a four-year baccalaureate degree.

Both of these vocational programs begin with Illinois Plan, a freshman elective. Illinois Plan is an orientation course with 9 weeks of Drafting, Electronics, Woodshop and Auto. At the end of the freshman year a decision would be made to take advantage of the traditional vocational program or the Tech-prep Industrial Technician Program.

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS 8:00 TO 4:00

[illegible]

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

TECH PREP

FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM

COUNSELORS' SURVEY

SCHOOL: Zeigler-Royalton **Counselor's Name** Weiser

5= Total Utilization 4= Partial Utilization 3= Approx. half utilization
2= Seldom Utilization 1= No Utilization

1. What kind of information do you receive from 8th grade local assessments?

Standard County Report

2. If you receive 8th grade local assessment information, in what month do you receive it?

March

3. To what degree do you utilize teacher input and recommendations for the placement of 8th grade students into high school courses?

5 4 3 [✓ 2] 1

Comments:

4. To what degree do you utilize National Achievement scores for placement of 8th grade students into high school courses?

5 4 3 [✓ 2] 1

Comments:

5. What type of information from students would help counselors most in placing students?

Comments: We advise - we don't "mandate" except in a few cases such as special ed.

6. Are counselors at your school involved in the development of the School Improvement Plan? **Yes** _X_ **No** ____

Very litte

7. Please list the personnel from your school that are involved in the development of the School Improvement Plan.

Each classroom teacher

8. Are vocational teachers from your school involved in the development of the School Improvement Plan? **Yes** ____ **No** ____

9. Is the total staff at your school involved in the development of the School Improvement Plan? **Yes** ____ **No** ____

- Explain program 7-12 to 8th graders / parents
- Encourage identified Tech Prep students to take Tech Prep courses
- Tag identified students
  - follow up records for long term progress
  - ~~follow~~ check grades / failing notices – related teachers for lack of progress
  - refer to tutors / lab
- Coordinate programs to help identified tech prep
  - interest inventory
  - special trips / programs
  - ICP completion

p.m. { Zeiglin / Kayaston
Raymond Ukessi

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TECH PREP

SYSTEM Zeigler-Royalton
SCHOOL Z-R High School
COUNSELOR Ray Weiser
SUPERINTENDENT George Conner

YEAR TWO TECH PREP EXPECTATIONS

In addition to all year one requirements TECH PREP projects, at a minimum must address the following elements during the second year of funding:

6. The concept of TECH PREP will be clearly communicated to students, employers, and the public to ensure participation in, and an understanding of, the program.

	ACTIVITIES	EVALUATION EVIDENCE	RECEIVED
a. Develop written, visual and/or audio marketing materials consistent with the statewide effort) to communicate the TECH PREP concept/program to the general public.	1. Description of tech prep program put on paper for student perusal prior to registration.	1. Description on paper	
	2. Description of tech prep related courses put on paper for student perusal prior to registration	2. Description on paper	
	3. Letter (for pre registration) to parents written to include tech prep information prior to registration	3. Description on paper	

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TECH PREP

SYSTEM Zeigler-Royalton

SCHOOL Z-R High School

COUNSELOR Ray Weiser

SUPERINTENDENT George Conner

YEAR TWO TECH PREP EXPECTATIONS

In addition to all year one requirements TECH PREP projects, at a minimum must address the following elements during the second year of funding:

6. The concept of TECH PREP will be clearly communicated to students, employers, and the public to ensure participation in, and an understanding of, the program.

	ACTIVITIES	EVALUATION EVIDENCE	RECEIVED
b. Develop a written marketing plan for TECH PREP using the developed materials.	1. Present description of tech prep program to 8th graders in pre-reg activities	1. Description on paper	
	2. Present description of tech prep courses to 8th graders in pre-reg activities	2. Documentation on file	
	3. Send letter home to parents which includes tech prep information for registering 8th graders for high school.	3. Documentation on file	

TECH PREP

SYSTEM Zeigler - Royalton

SCHOOL Z-R High School

COUNSELOR Ray Weiser

SUPERINTENDENT George Connor

YEAR TWO TECH PREP EXPECTATIONS

In addition to all year one requirements TECH PREP projects, at a minimum must address the following elements during the second year of funding:

6. The concept of TECH PREP will be clearly communicated to students, employers, and the public to ensure participation in, and an understanding of, the program.

	ACTIVITIES	**EVALUATION EVIDENCE**	**RECEIVED**
c. Show evidence of the various audiences to whom TECH PREP has been marketed. Audiences should include students, parents and potential employers.	1. Registration time allotted for tech prep program and courses presentation to 8th graders. 2. Ask 8th graders if parents have received letter describing program and courses.	1. Documentation in file 2. Documentation in file	

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

Not a TECH Prep site
BJm

TECH PREP

REND LAKE AREA REGIONAL DELIVERY SYSTEM

COUNSELORS' SURVEY

SCHOOL: WEBBER TOWNSHIP Counselor's Name LARRY GWALTNEY

5= Total Utilization 4= Partial Utilization 3= Approx. half utilization
2= Seldom Utilization 1= No Utilization

1. What kind of information do you receive from 8th grade local assessments? Test Scores and Teacher Recommendations

2. If you receive 8th grade local assessment information, in what month do you receive it?

April or May

3. To what degree do you utilize teacher input and recommendations for the placement of 8th grade students into high school courses?

5 [✓ 4] 3 2 1

Comments:

4. To what degree do you utilize National Achievement scores for placement of 8th grade students into high school courses?

5 [✓ 4] 3 2 1

Comments:

5. What type of information from students would help counselors most in placing students?

Comments: Test Scores, Grade School Transcript Grades, and Teacher Recommendations.

6. Are counselors at your school involved in the development of the School Improvement Plan? [✓ Yes] No

7. Please list the personnel from your school that are involved in the development of the School Improvement Plan.

DALE COLWELL, SUPERINTENDENT
STEVE DANNER, PRINCIPAL
LARRY GWALTNEY, COUNSELOR
ALL TEACHERS.

8. Are vocational teachers from your school involved in the development of the School Improvement Plan? [✓ Yes] No

9. Is the total staff at your school involved in the development of the School Improvement Plan? [✓ Yes] No

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

Not a Tech Prep site

TECH PREP

REND LAKE AREA REGIONAL DELIVERY SYSTEM

COUNSELORS' SURVEY

SCHOOL: Waltonville

Admin. Assistant
~~Counselor's~~ Name Sherry Buch

5= **Total** Utilization 4= **Partial** Utilization 3= **Approx. half** utilization
2= **Seldom** Utilization 1= **No** Utilization

1. What kind of information do you receive from 8th grade local assessments?

State achievement tests + SRA tests

2. If you receive 8th grade local assessment information, in what month do you receive it?

May

3. To what degree do you utilize teacher input and recommendations for the placement of 8th grade students into high school courses?

[✓ 5] 4 3 2 1

Comments: For English, Science, + Math courses

4. To what degree do you utilize National Achievement scores for placement of 8th grade students into high school courses?

5 4 3 2 [✓ 1]

Comments:

5. What type of information from students would help counselors most in placing students?

Comments: Career plans

6. Are counselors at your school involved in the development of the School Improvement Plan? Yes _____ No ✓

7. Please list the personnel from your school that are involved in the development of the School Improvement Plan.

—

8. Are vocational teachers from your school involved in the development of the School Improvement Plan? Yes _____ No ✓

9. Is the total staff at your school involved in the development of the School Improvement Plan? Yes _____ No ✓

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

April 27, 1992

MEMORANDUM

TO: Student Services Committee

FROM: Joe Wilkerson

RE: Student Services Committee Meeting

Our next Student Services meeting will be held on May 6, 1992 at 12:00 noon at the Rend Lake Golf Course Restaurant. Debbie Paul and Les Bouche from Horizons Junior will give the presentation.

The items to be discussed are as follows: Horizons Junior pilot testing, future trends for careers and career information related to Tech Prep.

Hope to see you Wednesday.

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

March 3, 1992

MEMORANDUM

TO: Members of the Student Services Committee

FROM: Joe Wilkerson
Franklin County Regional Delivery System

RE: Student Services Committee meeting

I would like to invite you to a Student Services meeting on March 10, 1992 (This is a Tuesday, I think!). This will be a noon luncheon meeting at the Franklin County Country Club in West Frankfort.

The majority of the agenda will involve a presentation by Ms. Debbie Paul from Horizons. She will review the Horizons Jr. Interest Inventory Program that we are piloting as part of our Tech Prep project.

Thank you again for your support as a member of the Student Services Committee in our EFE.

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

TECH PREP

Franklin County Regional Delivery System and Rend Lake Area Regional Delivery System

Joint Student Services Meeting

DATE: Wednesday, MAY 6, 1992

LOCATION: Rend Lake Golf Course Restaurant

TIME: 12:00 Noon -

PURPOSE OF MEETING:
--I.O.I.C.C. Presentation:
with Debbie Paul
and Less Brouche

--TECH PREP Updates by
Betty Musgrave

The main presentation will be made by representatives from I.O.I.C.C. and will be covering Horizons Jr. pilot testing and future trends for careers and career information related to TECH PREP.

By Monday May 4, please call our office, 438-9711, to place your reservation for this meeting.

We hope to see you Wednesday!

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

TECH PREP

Franklin County Regional Delivery System
and Rend Lake Area Regional Delivery System

Joint Student Services Meeting

DATE:	Wednesday, MAY 6, 1992
LOCATION:	Rend Lake Golf Course Restaurant
TIME:	12:00 Noon -
PURPOSE OF MEETING:	--I.O.I.C.C. Presentation: with Debbie Paul and Less Brouche --TECH PREP Updates by Betty Musgrave

The main presentation will be made by representatives from I.O.I.C.C. and will be covering Horizons Jr. pilot testing and future trends for careers and career information related to TECH PREP.

TECH PREP UPDATES

1. **HORIZON, JR. PILOT SITE responses from Becky Turner, Franklin County Special Populations Coordinator**
2. **Career Trends information with I.O.I.C.C.**
3. **Lieutenant Govenor's: Illinois Rural Affairs Council highlighting TECH PREP**
4. **Essential Employability Skills Pilot Test Sites**
5. **Team Building Workshop: June 10, Springfield Hilton**
6. **Drafts for Courses of Studies for training the Business Manager and Engineer Technician for review and input**
7. **TECH PREP Courses of Studies for FY '92-93**
8. **TECH PREP Counselor Needs Assessment for FY '93**

Student Services
May 6, 1992
Attendance Sheet

Name	School/Organization	Position
Debbie Paul	IOICC	Marketing Mgr.
Becki Turner	Franklin Co. Reg. Del. Sys.	Special Populations
Jamie Dalli	Il Farmers Union-Training	Dislocated Worker Asst.
Gina Kalen	Il Farmers Union-Training.	Dislocated Worker Coordinator
Tess Boucher	IOICC	Operations Mgr.
Chuck Smith	FCHS/Guidance	Director
[illegible]	FCHS/Guidance	Counselor
Jolly Weiss	Z-R H.S.	Guidance
Richard Cole	Benton	Guidance
Ron Wilson	Mt. Vernon	Asst Voc Dir/Guidance
Mark Bradley	T.C.A.S #112	Principal/Counselor
Jim Glodich	Jackson-Perry Vocational Office Perry County Courthouse Pinckneyville, Il. 62274	Special Populations

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
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TECH PREP
NEEDS ASSESSMENT

1. Do you think all counselors at your school understand TECH PREP Courses of Study?

   Yes ☐ No☐

2. If you answered no to #1 question, what do you recommend in the way of informing counselors?

3. What would you like to see added to the objectives in the continuation TECH PREP grant for FY '92-93?

4. What type of staff development for counselors do you think is needed?

5. Would you like to see the VIP for Academic Teachers included in the TECH PREP grant?

6. What programs do you think should be included in the TECH PREP Courses of Study for planning next year?

7. Specify other types of staff development that you think is needed to promote and support TECH PREP?

8. What is your feelings about implementing Summer Cooperative Education in order to comply with the mandate of TECH PREP Work Based Learning?

9. What problems do you anticipate if we did implement Summer COOP?

10. Please turn the page over and utilize for your input and comments on FY '93 TECH PREP-

TECH PREP

16. OBJECTIVE

Assess and revise, if needed, the plan for evaluating student competency standards for applying academic and technical skills.

PROCEDURES

Evaluate prior established evaluative measures to determine student competency in applying the academic skills.

PERSONS RESPONSIBLE

Project Staff
Vocational and Academic Staff from Technical Preparation sites
Community College staff persons

DUE DATE

June, 1992

EVALUATION

Review and evaluate the methods to be used to determine student competency standards for applying academic and technical skills.

ABSTRACT

16. OBJECTIVE

Description of Activities

1.A.1 A list of Mathematic Competencies were verified in the steps described in the attachments for Competencies needed by an entering Freshman at Rend Lake College. The Advisory Committee has reviewed these competencies. **See Attachments** The Manager (who serves on our TECH PREP Advisory Committee) of Western Temporary Services has reviewed this list and has added other areas that business and industry is requesting from her office for skills needed by temporary service personnel. These additional areas will be submitted to the Mathematics Committee for review.

1.A.2 The closing of the Job Security Office in Benton, which housed our Advisory Committee member representing Job Security Office, has caused a change in our committee member's assignment. The TECH PREP Director has been directed to contact the Mt. Vernon Job Security Office for another person to be our representative for our Advisory Committee. This step is still on-going. This person will be asked to review and correlate the competencies with the screening of Business and Industry applicants. If additional areas are suggested, they too will be submitted to the Mathematics Committee for review.

1.A.2 A similiar process is being planned for verifying competencies needed by an entering Freshman at Rend Lake College.

1.A.3 The attachments include a copy of a graph depicting the percentages of 1990 and 1991 in district graduates entering Rend Lake College that are placed into developmental classes. This graph has been distributed to Superintendents within the Delivery Systems to further emphasize the need for including applied academics within the curricula. **See Attachments**

1.A.4 The TECH PREP pilot sites and Rend Lake College will be Pilot Sites for the Illinois State Board of Education in the field of Electronics beginning next semester. More information will be forthcoming on this project.

COMPETENCIES NEEDED BY A ENTERING FRESHMAN AT REND LAKE COLLEGE

List of Mathematic Competencies was verified in the following sequential steps:

1. Selected Community College instructors drafted a list of math competencies needed by the High School Graduate.

2. Selected Community College and Secondary Math instructors met and reviewed and revised the draft of math competencies.

3. Draft of competencies were piloted tested by an area high school for validity of problems.

4. Secondary and Post Secondary instructors analyzed the results of the pilot test.

5. The Community College TECH MATH instructor was asked to correlate the list of competencies with the curriculum content of TECH MATH. The correlation results were that if a student could verify these list of competencies, it could equate to TECH MATH at the Community College.

6. An outside evaluator was asked to correlate the list of math competencies with the ASSET test which is used by REND LAKE COLLEGE for math placement of all incoming Freshman. Results of this correlation was that if a student should verify knowledge of the list of competencies, he/she should be able to pass the mathematics section of the ASSET test.

7. The Collaboration Mini Grant Math Committee for Correlating the State Goals for Learning, Objectives, and Assessments with Applied Academics did a correlation of the list of math competencies needed by a high school graduate with the Franklin Co. local objectives and with the Applied Mathematics I & 11 curriculum. The results of this correlation Were that it takes the teaching of both Applied Mathematics I and II to equate to the competencies needed by a high school graduate.

8. The list of competencies were distributed to a selected committee from the Advisory Committee and asked for a correlation of the competencies with the screening tests that are given to applicants. This committee has requested that the TECH PREP Director meet with their representatives from Job Security for this correlation. *This step is incomplete at the present time. This step will be continued during the FY '92-92 implementation stage.*

9. Representatives from the Community College and TECH PREP Director have met with an Applied Math I instructor and presented a draft of an Articulation Agreement for Applied Math I and Math II and Rend Lake College TECH MATH. This articulation will mean if the student comes to the college with an A or B from Applied Math I and II, they will not take TECH MATH but will move to higher level of math which business and industry has indicated is needed for the Industrial Technician. *At the time of this writing, this articulation is incomplete but very close to completion.*

DRAFT

Correlation of Applied Mathematics Modules, State Goals for Learning and Knowledge & Skills, and Competency Concepts in Math 1201

Applied Mathematics Unit/Module	*State Goal & Knowledge & Skill*	*Sample Competency Test Questions*
		Perform operations using a calculator:
A,B,C	1-B	876.7 + 5.333 - 561.4 - 2.161
A,B,C	1-B	5,621,349 x 56.32 x 0.0031
		Perform operations using a calculator and round answers to three decimal places:
A,B,C	1-B, 2-B	408.65 + 5.10
14	1-B, 2-B	5212
14	1-B, 2-B	$\sqrt{6314.6}$
		Evaluate: Std. Opers.
11	1-B	7 + 5 x 6 - 24 + 6 • 3 =
		Divide:
11	1-B	$\frac{+28}{7}$
		Perform Indicated Operations:
11	1-B	(-3) + (-7) + (+6) + (-8) + (+12) =
11	1-B	(-4)(-3)(+2)(+5)(-2)(+3) =
11	1-B	3/8 + (- 3/4)
11	1-B	4/5 + (- 1 2/3)
11, 14	4-G	(-4x2y3)(2xy2)
11, 14	4-G	$\frac{24t^4 - 6t^3 + 8t^2}{2t^2}$
11, 15	4-G	(3x - 5)(x - 6)

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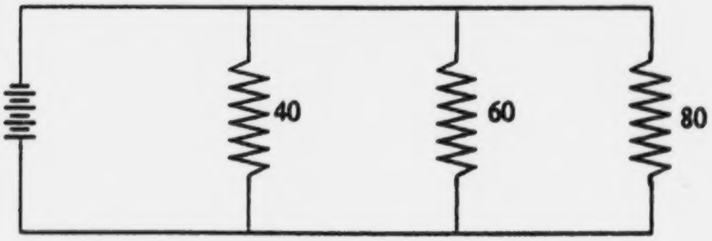
Unit/Module	*Goal-K&S*	*Sample Competency Test Questions*
15	4-D	If $P = 2L + 2W$, $L = 15$, and $W = 10$, find P.
3	4-D	Using the rate formula $r = d/t$, find the rate when the distance is 93 and the time is 3 hours.
5	4-D	Given the formula $P = (N + 2)/r$, find P when $N=27$ and $r = 6\ 1/4$.
5,15	4-D	In a parallel circuit, the total resistance (RT) is given by the formula $R = \frac{1}{\frac{1}{R1}+\frac{1}{R2}+\frac{1}{R3}}$ Find the total resistance in the parallel circuit below. 
15	4-D	$A = p = rt$, find t if $p = 1500$, $a = 2025$, $r = .07$
15	4-D	Solve $P = w/t$, for t
		Write in Scientific Notation
12	1-F	49,300
12	1-F	.0064
		Evaluate the expression. Let $x = 5$, $y = -3$.
15	4-F	$\frac{3x3 - 4xy}{2xy2}$
		Simplify by removing parenthesis and combining like terms.
11, 15	1-E	$4(6x - 5) - 3(4 - 2x)$

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Unit/Module	*Goal-K&S*	*Sample Competency Test Questions*
3, 15	4-D	The perimeter of a field is 120 yards. The length of the field is two more than the width. What are the dimensions of the field.
		Solve each equation:
11, 15	4-D	$3x + 4 = 2x - 10$
9	2-B, 4-D	$\frac{3x}{7} = \frac{15}{5}$
		Solve formula for the given letter.
15	4-D	$R_T = R_1 + R_2 + R_3 + R_4$ for R_2
15	4-D, 4-F	$F = (9/5)C + 32$. Find C if $F = 104$.
9	2-B	Solve proportion: $\frac{4}{16} = \frac{x}{60}$
9	7-B	Use calculator to solve proportion: (round answer to 2 decimal places) $\frac{94.7}{6.72} = \frac{x}{9.65}$
3, 15	2-A, 2-B 2-C	An asphalt company can lay 5 driveways in 58 hours. How long will it take to lay 16 driveways.
		Find value of each if tables are given.
22	6-E	cos 44.4°
22	6-E	cot 53.2°
3, 15	4-D	A 10m ladder leaning against a wall makes an angle of 78° with the ground. How high up on the wall does the ladder reach?

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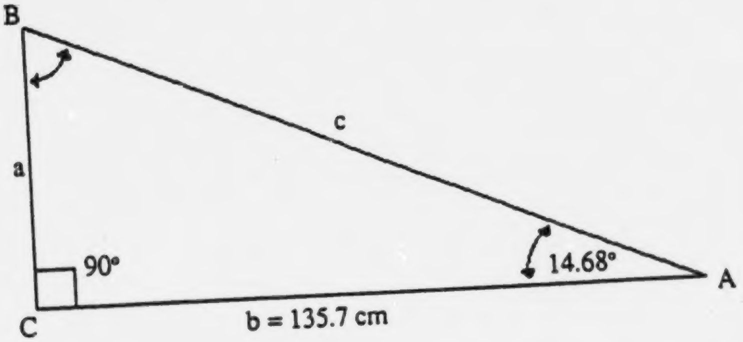
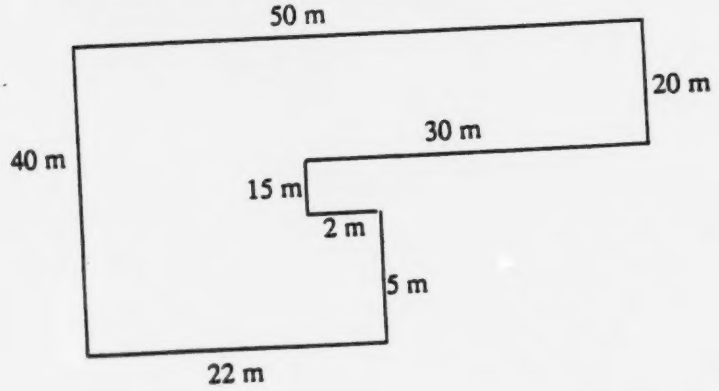
Unit/Module	*Goal-K&S*	*Sample Competency Test Questions*
3, 6, 7, 9, 10, 15, 21, 22	4-D, 4-G	Solve the following right triangle for sides a & c, and angle B.  B c a 90° 14.68° A C b = 135.7 cm
3, 6, 7, 10, 15	4-B, 4-D 7-G	Find the area of the figure below.  50 m 20 m 30 m 40 m 15 m 2 m 5 m 22 m

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Western
TEMPORARY SERVICES®

November 15, 1991

Betty Musgrave
202 West Main Street
Benton, Illinois 62812

Dear Betty:

I have not had any new ideas since we last talked. Below is a recap of the ones we discussed:

1. 24 Hour Clock
2. Fractions of hour, i.e., 15 minutes is .25 hours.

~~2~~3. Read Calipers
4. Convert grams, litres, etc.
5. Add fractions and decimals combined.

I hope this will be helpful to you.

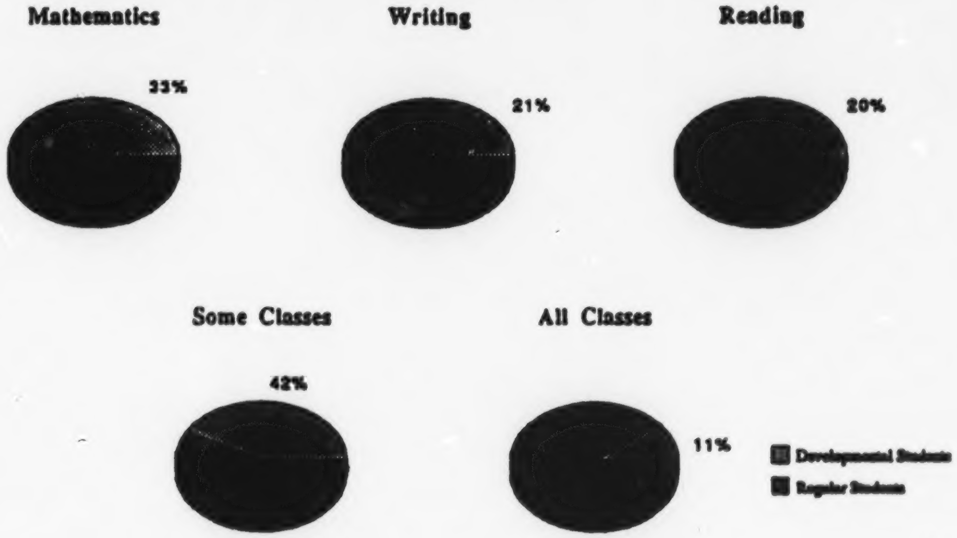
Sincerely,

Widney

Widney H. Hertenstein
Area Manager

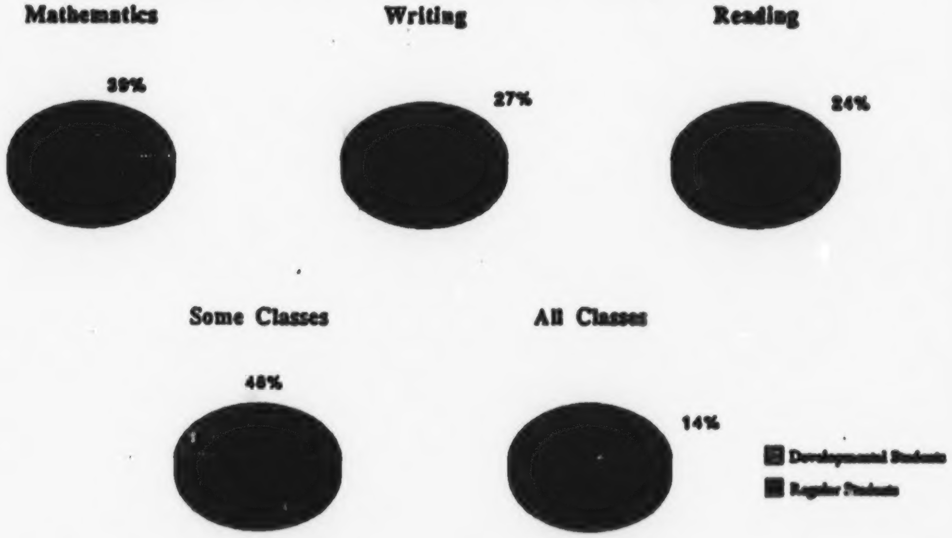
Students Requiring Developmental Courses

In-District 1990 High School Graduates Entering Rend Lake College, Fall 1990 - Total 326



Students Requiring Developmental Courses

In-District 1991 High School Graduates Entering Rend Lake College, Fall 1991 - Total 355



		# At RLC	# IN DEV. READING		# IN DEV. WRITING		# IN DEV. MATH		# IN ALL DEV. CLASSES		# IN NO DEV. CLASSES	
TOTAL IN-DISTRICT	1988	345	74	21%	81	23%	139	40%	49	14%	182	53%
	1989	363	85	23%	118	33%	162	45%	61	17%	176	48%
	1990	326	65	20%	70	21%	107	33%	36	11%	189	58%
	1991	355	86	24%	95	27%	137	39%	51	14%	183	52%
OTHER OUT-OF-DISTRICT	1988	55	20	36%	23	42%	28	51%	17	31%	22	40%
	1989	61	16	26%	22	36%	28	46%	5	8%	20	33%
	1990	54	18	33%	25	46%	34	63%	13	24%	24	44%
	1991	65	18	28%	20	31%	29	45%	13	20%	32	49%
TOTAL OUT-OF-DISTRICT	1988	64	24	38%	27	42%	34	53%	20	31%	25	39%
	1989	70	18	26%	24	34%	29	41%	5	7%	25	36%
	1990	63	18	29%	25	40%	34	54%	13	21%	24	38%
	1991	72	21	29%	24	33%	33	46%	16	22%	35	49%
GRAND TOTAL GRADUATES	1988	409	98	24%	108	26%	173	42%	69	17%	207	51%
	1989	433	103	24%	142	33%	191	44%	66	15%	201	46%
	1990	389	83	21%	95	24%	141	36%	49	13%	213	55%
	1991	427	107	25%	119	28%	170	40%	67	16%	218	51%

TECH PREP

17. OBJECTIVE

Develop a plan that will require all Technical Preparation students to become competent in the use of computers and modern technologies utilized in Business Management and Engineering Technology.

PROCEDURES

Review the plan for assessing the level of technology literacy and computer skills students possess, and a plan for instruction that requires students to be familiar with modern technologies in the Business Management and Engineering Technology fields which includes basic computer terminology, hardware and software applications as they relate to specific occupational use.

PERSONS RESPONSIBLE

Project Staff
Academic and Vocational Teachers
Secondary and Post-Secondary Schools

DUE DATE

June, 1992

EVALUATION

Review and evaluate the methods to be used to determine student competency regarding computer skills and technology literacy.

ABSTRACT

17. OBJECTIVE

Description of Activities

1.A.1 A plan that will require all TECH PREP students to become competent in the use of computers and modern technologies utilized in Business Management and Engineering Technology will be developed after the Courses of Study for each of these programs has been completed. Ongoing

1.A.2 The Director has met with the Computer Concepts instructors of classes at Mt. Vernon High School, Wayne City High School, West Frankfort High School and Zeigler High School. They have assured me that in this class word processing, data base, and spreadsheets are introduced in this class. One major concern is that in our Course of Study for Industrial Technicians, students do not have enough time in their schedule to take more than this one class during high school. This concern has driven the request in FY '93 TECH PREP grant for funding to support a summer computer/keyboarding class for incoming 9th grade students; thus giving them an extra period for a higher level of computers.

1.A.3 Plans are to further investigate the summer College for Kids offerings at Rend Lake College. Tuition for some students would certainly be a problem. TECH PREP Secondary Business Teachers need a quick method for elementary certification to teach summer workshops for instructing proper fingering and keyboading techniques to elementary students or a major problem will exist in a few years for secondary and college business departments. This TECH PREP Director will investigate this need for optional answers to this upcoming problem for our students as they enter secondary business keyboarding classes.

1.A.4 After meeting with the four TECH PREP Site Business Instructors of Computer Concepts and Software Applications I courses, each teacher agreed that they are already teaching word processing, data base, and spreadsheets in this course, or they would at least introduce word processing, data base, and spreadsheets.

1.A.5 The above meetings also included discussing the changing of the Duty Areas in the task list to read:

DUTY J:	Filing Manually *and with Computers*
DUTY M:	Preparing Written Communicatios *with Word Processing, spreadsheets and data base*

1.A.5 Plans are now to meet with Community College Computer Instructors and try to establish a level of competency in which they expect for computer literacy.

1.A.6 Figure 1.2 The Phases of Instructional Computing: Literacy through Integration; was one of the sessions presented at the Technology Showcase Conference sponsored by ESC 18 which was attended by some Franklin County Regional Delivery System instructors. This material will be utilized as handouts for articulation meetings for the computer classes.

1.A.7 In order for students to become competent in the use of computers and modern technologies utilized in Business Management and Engineering Technology, it is imperative that students start in the elementary grades with orientation to computers and learn to use the keyboard with proper fingering. Two of the major feeder schools, West Frankfort Middle School and Casey Junior High School now have computer labs. The goal of this TECH PREP Director is to try to articulate computer literacy from elementary through the community college this year. A survey will be sent this year to all feeder schools to TECH PREP sites to determine the amount of computer usage that is offered in their schools; the manner in which the students are taught the keyboard; brands of computers and software packages that are used.

TO: Joe Wilkerson, System Director for
Franklin County Regional Delivery System and

Dr. Earl Jeffers, System Director for
Rend Lake Area Regional Delivery System

FROM: Betty Musgrave, TECH PREP Director

DATE: June 30, 1992

SUBJECT: TECH PREP recommendations

TECH PREP

Recommendations for increasing Computer Literacy

Based upon meetings with Business teachers from both Rend Lake Area Regional Delivery System and Franklin County Regional Delivery System; we hereby make the following recommendation for modifications to be made in the task list Duty Area:

DUTY J: Filing Materials Manually

proposed modification:

DUTY J: Filing Materials Manually and with Computers

DUTY M: Preparing Written Communications

proposed modification:

DUTY M: Preparing Written Communications with Word Processing, spreadsheets and data base

Business Teachers from TECH PREP Sites were either already teaching or were agreeable to introducing: Wordprocessing, spreadsheets and data base in their existing Computer Concepts and Software Applications I courses.

In the TECH PREP Course of Study for Training Industrial Technicians, at the secondary level; in many cases this may be the only computer course that is possible for this student to take before he/she enters the Community College. If a student has any optional elective time, we are encouraging that more computers courses be taken.

TECH PREP

Recommendations for increasing Computer Literacy

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Technology Showcase
workshop
ESC #18 sponsored.

The Phases of Instructional Computing: Literacy through Integration

FIGURE 1.2. Computer Literacy: An Integrated Approach

Competency	Components	Where Taught
1. Knowledge about Computers	Basic operation • on/off • loading/using software • disk care • disk and file procedures	Taught where computers are first encountered in curriculum. Reinforced frequently as students use computers.
	Keyboarding	Precedes teaching of word processing; late elementary. Reinforced whenever word processing is used
	Use of printer	As needed for word processing
	Understanding of how a program works.	Middle grades; when thinking and math skills are developed.
2. Knowledge of Applications	Word processing	Language Arts-late elementary or early Junior High.
	Databases	Junior/Senior High-Social Studies, Science, Business Ed.
	Spreadsheets	Senior High-Business, Math, Economics
	Graphic Arts-Drawing, Drafting, Desktop Publishing	Junior/Senior High-Art, Journalism, Business, Industrial Technology
	Robotics	Junior/Senior High-Science, Industrial Technology
	Electronic Music	Junior/Senior High-Music
	Computer-Assisted Instruction	Where appropriate
3. Knowledge about Social Issues Related to Computers	Copyright law	When computers are first used; reinforced at every level
	Right to privacy	Social studies classes
	Impact of technology on future life	Social studies, Science, Career education
	Information age awareness	Library media classes, Social studies

Teaching with Computers
a New Menu in the 90's
Oryx Press
2214 N. Central at Encanto
Phoenix, AZ 85004-1483

Computer Utilization in the Curriculum

An overview of ways in which the computer can become an integral part of any classroom.

Where are we - where do we expect to be

- I. Planning computer utilization
  - A. Computer literacy Continuum
  - B. Computer literacy: Integrated approach
  - C. Phases to integration
  - D. Software selection & management
- II. Computers in the curriculum
  - A. Drill & Practice
  - B. Tutorial
  - C. Gaming
  - D. Simulation
  - E. Discovery
  - F. Problem Solving
- III. Utilization possibilities
  - A. Single computer classroom
  - B. Computer lab situation
  - C. Utilization of an LCD panel
  - D. Video taping instructions
- IV. Software in curriculum areas
  - A. Language Arts
  - B. Mathematics
  - C. Science
  - D. Problem Solving
  - E. History/Social Studies
  - F. Productivity
- V. Presentation of software lesson plans
- VI. Evaluating Computer software
- VII. Review/Questions

Prepared for:
The Fifth Annual Technology
Showcase: Solutions at Work
April 9, 1992
Marion, IL

by: Patricia J. Fewell
Director, Instructional Materials Center
Eastern Illinois University
Charleston, IL 61920
(217) 581-3823

Computer-assisted instruction -

The use of the computer to provide instruction directly to the learner. When students use a drill, tutorial, or simulation, they are engaged in CAI.

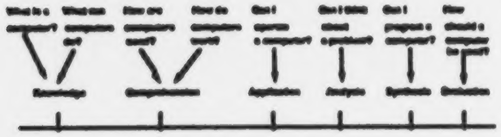
Computer-based education -

A synonym for computer-managed instruction.

Computer-managed instruction -

The use of the computer to coordinate instructional activities. CMI may be used in conjunction with CAI, but it may also be used to coordinate noncomputerized modes of instruction

Computer Literacy Continuum


What is a computer?
What can computers do?
How are computers used?
How do computers work?
Can I operate a computer?
Can I solve a problem?
Can I program a computer?
How should a computer be used?
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

-Heinich, Molenda, Russell

Extent of computer use in grades 3 - 6 for all subject areas:

73%	Used by at least one "computer-using" class
58%	Students use throughout the year
1%	Used intensively, but only for certain units
27%	Not used by students for any subject-matter classes

Instructor Magazine, September, 1990

Function of most computer work:

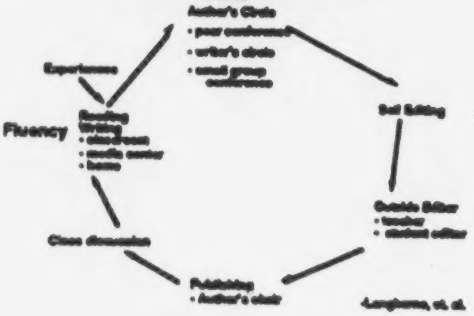
33%	Regular instruction
51%	Enrichment
16%	Remediation

Instructor Magazine, September, 1989

Number of computers available per class

55%	1 or 2
16%	3 to 14
29%	15 or more

The Authoring Cycle


Form
Author's Circle
• peer conference
• writer's circle
• small group conference
Self Editing
Outside Editor
• teacher
• student editor
Publishing
• Author's chair
Class discussion
Fluency
Reading
Writing
• classroom
• media center
• home
Experiences

-Longhorne, et al.

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FIGURE 1.2. Computer Literacy: An Integrated Approach

Competency	Components	Where Taught
1. Knowledge about Computers	Basic operation • on/off • loading/using software • disk care • disk and file procedures	Taught where computers are first encountered in curriculum. Reinforced frequently as students use computers.
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	Databases	Junior/Senior High - Social Studies, Science, Business Ed.
	Spreadsheets	Senior High - Business, Math, Economics
	Graphic Arts - Drawing, Drafting, Desktop Publishing	Junior/Senior High-Art, Journalism, Business, Industrial Technology
	Robotics	Junior/Senior High-Science, Industrial Technology
	Electronic Music	Junior/Senior High-Music
	Computer-Assisted Instruction	Where appropriate
3. Knowledge about Social Issues Related to Computers	Copyright law	When computers are first used; reinforced at every level
	Right to privacy	Social studies classes
	Impact of technology on future life	Social studies, Science, Career education
	Information age awareness	Library media classes, Social studies

Langhorn, et.al

PHASE	COMPUTER IN INSTRUCTION	PROGRAM PLANNING	TWARE	HARDWARE	STAFF DEVELOPMENT
PHASE 1: GETTING ON THE BANDWAGON	Used as a novelty Computer seen as object of study, programming emphasis.	Limited to decisions on what hardware to purchase.	Very little available MECC, teacher-written, public domain software used.	Acquisition of hardware is primary focus Emphasis on quantity.	Nonexistent Interested teachers learn on their own.
PHASE 2: THE SHOTGUN APPROACH	Used for drill and practice, simulations, educational games. Some applications. Separate computer literacy courses taught.	Some central coordination exists; software evaluation seen as important.	Software purchase increases; single copies of a variety of programs purchased.	Begin to buy hardware--especially peripherals--based on need. Coordination of hardware purchase begins.	Generic inservice provided; attendance is voluntary. Some teachers begin to use applications software.
PERIOD OF EVALUATION AND REASSESSMENT OF PRIORITIES					
PHASE 3: PLANFUL INTEGRATION	Computer used when it is most appropriate medium for instruction. Computer literacy occurs through regular, varied use.	District planning emphasizes instructional soundness. Similar building-level planning exists. Evaluation occurs.	Purchase of software based on planning. Multiple copies, lab packs purchased. Formative evaluation provided for.	Computers purchased for specific levels and applications.	Inservice geared to specific teaching needs; participation required.

[illegible] et.al. Teaching with Computers: A New Menu for the '90's

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A E 13.1 Utilization of Various CAI Modes

Modes	Description	Role of Teacher	e of Computer	Role of Student	Applications/Exar es
Drill and Practice	Content already taught Review basic facts and terminology Variety of questions in varied formats Question/answer drills repeated as necessary	Arranges for prior instruction Selects material Matches drill to student Checks progress	Asks question "Evaluates" student response Provides immediate feedback Records student progress	Practices content already taught Responds to questions Receives confirmation and/or correction Chooses content and difficulty level	Parts of a microsc Completing balance sheets Vocabulary building Math facts Product knowledge
Tutorial	Presentation of new information Teaches concepts and principles Provides remedial instruction	Selects material Adapts instruction Monitors	Presents information Asks questions Monitors responses Provides remedial feedback Summarizes key points Keeps records	Interacts with computer Sees results Answers questions Asks questions	Clerical training Bank teller training Science Medical procedures Bible study
Gaming	Competitive Drill and practice in a motivational format Individual or small group	Sets limits Directs process Monitors results	Acts as competitor judge score keeper	Learns facts/strategies/skills Evaluates choices Competes with computers	Fraction games Counting games Spelling games Typing (arcade-type) games
Simulation	Approximates real-life situations Based upon realistic models Individual or small group	Introduces subject Presents background Guides "debriefing"	Plays role(s) Delivers results of decisions Maintains the model and its database	Practices decision making Makes choices Receives results of decisions Evaluates decisions	Trouble-shooting History Medical diagnosis Simulators (pilot/driver) Business management Laboratory experiments
Discovery/ Inquiry	Inquiry into data base Inductive approach Trial and error Tests hypotheses	Presents basic problem Monitors student progress	Presents student with source of information Stores data Permits search procedures	Makes hypotheses Tests guesses Develops principles/ rules	Social science Science Food intake analysis Career choices
Problem Solving	Works with data Systematizes information Performs rapid and accurate calculations	Assigns problems Checks results	Presents problem Manipulates data Maintains database Provides feedback	Defines the problem Sets up the solution Manipulates variables Trial and error	Business Creativity Troubleshooting Mathematics Computer programming

← Heinich, Molenda, Russell
Instructional Media

Computer use in the Classroom

1. Using the computer wordprocessing, story starters can be produced, where students can write on the computer, or starters can be printed out for the students to finish.

2. Computers can be used as learning centers in the classroom, particularly if more than one class has to share a computer.

3. Utilizing computer aids, students who have computers at home, or who have received computer training, or who have expertise on a particular program, that may assist other students, rather than relying totally on the teacher for assistance to other students.

4. During recess assign two students to work on the computer, not as a punishment, but as a rotating honor.

5. Using print shop, print master, or other graphics programs, the students can make their own greeting cards, stationary or time lines using the banner programs for specific projects.

6. Utilizing word processing, the students can either keep a class journal, or even a personal journal. The class journal would be class thoughts about field trips (before and after), holidays (traditions, excitement, etc.), and even changes in the weather can be recorded for later review.

7. Utilizing some of the sounds produced by some computer program s for listening skills practice, the music produced or how many times certain sounds appear during the playing of a program. (Number FArm from Developmental Learning Materials is a good program to use.)

8. Utilizing a word processing program groups of students can write group reports on specific subjects, make a rough draft, and make corrections after review without retyping by utilizing a computer.

9. The computer can be utilized by the student who is always finished with seat work before the rest of the class (provisions do need to be made for the slower worker as well).

10. The computer can be utilized to make labels for everything in the classroom (or better yet have the students make the labels). This can be for reading skills, different shapes found, scientific names of plants, or foreign language names of objects.

12. Place the computer in the front of the classroom, gather students around and use the program as your own person teaching aid.

13. Use the computer at the back of the classroom as a skills reinforcement station, for those students who need reinforcement on basic skills.

14. Use the computer as a data base manager for various class projects. Using a problem such as a student data base for the class. Utilizing cooperative learning students will work in groups on the steps to set up the data base needed.

15. Use audio instruction for learning center and computer instruction for individual or small group instructions on how to use a computer program or a particular section of a learning center.

1992

REGISTRATION FORM

COMPUTER CAMP

Name

[illegible]

Address

Phone

Age

Grade Level Completed

Week Attending:

_______ June 29 - July 2 (7th - 9th grades)

_______ July 6 - July 9 (9th - 12th grades)

Amount Enclosed $___________

(Please sign release waiver on reverse side.)

Check or money order are payable to Rend Lake College. Return form and payment to:

Computer Classes
Community Services
Rend Lake College
Ina, Illinois 62846

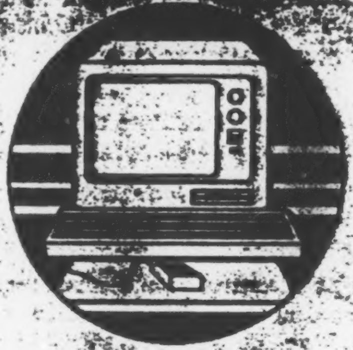
437-5321, Ext. 287
or
1-800-369-5321

Rend Lake College
Community Services
Route 1
Ina, Illinois 62846

COMPUTER CAMP for You[illegible]

COMPUTER CAMP

for Young Adults



June 29 - July 2
(7th - 9th grades)

July 6 - July 9
(9th - 12th grades)

1:00 - 4:00 p.m.

Rend Lake College
Ina, Illinois

BEST COPY AVAILABLE

Computer Camp for Young Adults

Get [illegible] of the c[illegible]

[illegible]

- [illegible] back home for your [illegible] sonal needs.
- Learn how to type term papers, letters, index addresses and phone numbers, budget your money and more.

Registration Information:

Complete [illegible] with the signed release waiver, enclose a check or money order payable to Rend Lake College. Class sizes are limited and will fill on a first-paid basis. A letter of confirmation will be sent approximately one week prior to the camp.

Fees:

$45 per week. The fee includes registration, materials and handouts.

Location:

The camps will be held at Rend Lake College in the computer laboratory in the Vocational Building, Room 118.

[illegible]

About the Instructor:

Sam Hicks has been teaching computer classes to children and adults for 12 years in addition to his regular duties as an instructor at Mt. Vernon Township High School in the science department. Sam's easy-going style and patience make it a fun and enjoyable learning experience.

Registration Deadline: June 22

When:

Monday - Thursday, 1 - 4 p.m.
June 29 - July 2 (7th - 9th grades);
July 6 - July 9 (9th - 12th grades)

For more information, call Dana Hils at 437-5321, Ext. 287, or 1-800-369-5321.

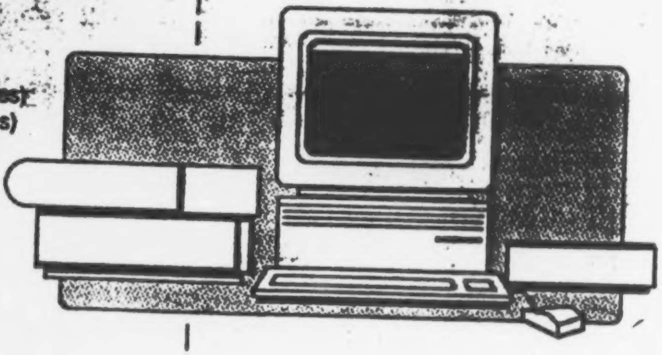
Release Waiver

[illegible] child in [illegible] Rend [illegible]

[illegible]

Date

The College reserves the right to cancel camp for insufficient enrollment. No refunds will be given for camps conducted as scheduled.



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TECH PREP

18. OBJECTIVE

Review with District Superintendents the plan for expanding enrollment for offering the opportunity to all students in Rend Lake College's District to participate in the Technical Preparation programs.

PROCEDURES

The written plan including time-lines for expanding the program(s) through the College district and Regional Delivery System will be reviewed and revisions will be made if necessary.

PERSONS RESPONSIBLE

Project Director
LEA's

DUE DATE

December, 1991

EVALUATION

Evaluate the enrollment expansion plan for offering Technical Preparation program opportunity to all students in Rend Lake College's District.

ABSTRACT

18. OBJECTIVE

Description of Activities

1.A.1 On August 5, 1991 a meeting was held with Administrators from the TECH PREP sites from the Rend Lake Area Regional Delivery System to discuss and review the TECH PREP grant for FY '92; ISBE FY '92 Guidelines; equipment and resource material acquisitions; criteria to become a TECH PREP Site; and expansion and guidelines for the TECH PREP Advisory Committee.

1.A.2 On September 24, 1991 a TECH PREP meeting was held post Board of Control Meeting with the Rend Lake Area Regional Delivery System for the purpose of discussing the TECH PREP Grant for FY '92; Federal and ISBE FY '92 Guidelines; Criteria to become a TECH PREP Site; Expansion of the Advisory Committee Members for Planning FY '92 TECH PREP Course of Studies; and Model for Collaboration of State Goals for Learning, Assessments and Applied Academics.

1.A.3 On November 26, 1991 a meeting was held for the Franklin County Regional Delivery System Board of Control; Franklin County High School Principals and Ass't Principals, and Rend Lake College Vocational Dean for the purpose of discussing: EFE Updates, How TECH PREP and EFE fit together; Why TECH PREP, What we did last year with TECH PREP; Where we are going this year with TECH PREP; Who can be a TECH PREP site? How Applied Academics Correlate with State Goals for learning; Local Objectives and Assessments and School Improvement plans; Criteria for Selecting a TECH PREP student; Math Competencies needed by a Freshman at RLC; and Optional Jr., year ASSET Testing.

1.A.4 On May 12, 1992, a TECH PREP meeting was held with Rend Lake Area Regional Delivery System to give TECH PREP Updates; discuss: TECH PREP Grant for FY '93; Criteria to become a TECH PREP Site; review FY '93 Courses of Studies; Committment Time for TECH PREP; and to discuss the importance of June 15-19 Applied Academics Workshop.

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493

TECH PREP

SERVING
FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM
REND LAKE AREA REGIONAL DELIVERY SYSTEM
AND REND LAKE COLLEGE

MEETING FOR: ADMINISTRATORS FROM TECH PREP SITES WITHIN THE REND LAKE AREA REG. DEL. SY.

DATE: Monday, August 5, 1991

TIME: 8:30 A.M. - 9:30 A.M.

LOCATION: Mt. Vernon High School
Conference Room, Building A

PURPOSE OF MEETING:
--To discuss TECH PREP Grant for FY '92
--To review ISBE FY'92 Guidelines
--To review and discuss Equipment and Resource Material Acquisitions
--To discuss Criteria to become a TECH PREP Site
--To discuss expansion and guidelines for the TECH PREP Advisory Committee

FOR MORE INFORMATION:

Call Betty Musgrave, TECH PREP Director
(618) 438-9711

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493

TECH PREP

SERVING
FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM
REND LAKE AREA REGIONAL DELIVERY SYSTEM
AND REND LAKE COLLEGE

MEETING FOR: ***REND LAKE AREA REGIONAL DELIVERY SYSTEM BOARD OF CONTROL***

DATE: **TUESDAY, September 24, 1991**

TIME: **Post Board of Control Meeting**

LOCATION: **Mt. Vernon High School**
Conference Room, Building A

PURPOSE OF MEETING: **To discuss the**

- **TECH PREP Grant for FY '92**
- **Federal and ISBE FY'92 Guidelines**
- **Criteria to become a TECH PREP Site**
- **Expansion of the Advisory Committee Members for Planning FY'92 TECH PREP Course of Studies**
- **Model for Collaboration of State Goals for Learning, Assessments and Applied Academics**

For TECH PREP Sites:

- **Equipment Acquisitions: Plan B Planning**
- **Resource Material Needs Assessment**

FOR MORE INFORMATION:

Call Betty Musgrave, TECH PREP Director
(618) 438-9711

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493

TECH PREP
And
Franklin County Regional Delivery System

MEETING FOR: Franklin County Regional Delivery System Board of Control, Franklin County High School Principals and Ass't Principals, and Rend Lake College Vocational Dean

DATE: Tuesday, November 26, 1991

TIME: Noon Luncheon and joint meeting

LOCATION: Franklin County Country Club

AGENDA

WELCOME
Barry Kohl, Regional Supt.
Betty Musgrave, TECH PREP Director
Joe Wilkerson, System Director
Marla Harp, Test Cooperative Coordinator

Discussions:

--EFE Updates	
--How TECH PREP and EFE fit together	Joe
--Why TECH PREP?	Betty
--What we did last year with TECH PREP	
--Where we are going this year with TECH PREP	
--Who can be a TECH PREP site	
--How Applied Academics Correlate with State Goals for Learning, Local Objectives and Assessments, and School Improvement Plans	Marla
--Criteria for Selecting a TECH PREP student	Marla & Betty
--Math Competencies needed by a Freshman at RLC	Joe
--Optional Jr. year ASSET Testing	Carroll Turner
--Questions and Answers	

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

TECH PREP

SERVING
FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM
REND LAKE AREA REGIONAL DELIVERY SYSTEM
AND REND LAKE COLLEGE

TECH PREP UPDATES FOR: ***REND LAKE AREA REGIONAL DELIVERY SYSTEM FOR VOCATIONAL EDUCATION BOARD OF CONTROL***

DATE: **MAY 12, 1992**

TIME: **8:30 A.M.**

LOCATION: **MT. VERNON HIGH SCHOOL**
VOCATIONAL CONFERENCE ROOM

PURPOSE OF TECH PREP UPDATE:

--To discuss TECH PREP Grant for FY '93
--To discuss Criteria to become a TECH PREP Site
_To discuss & review FY'93 Courses of Studies
_COMMITTMENT TIME FOR TECH PREP FY '93
_DISCUSS importance of JUNE 15-19 APPLIED ACADEMICS WORKSHOP

FOR MORE INFORMATION:

Call Betty Musgrave, TECH PREP Director
(618) 438-9711

TECH PREP

19. OBJECTIVE

Conduct meeting(s) for all schools within the Rend Lake College District to explain the criteria for qualifying as a new Technical Preparation site.

PROCEDURES

Establish and facilitate orientation meetings for all LEA Districts regarding the guidelines for qualifying as a new Technical Preparation site.

PERSONS RESPONSIBLE

Project Director

DUE DATE

August, 1991

EVALUATION

Evaluate the criteria for qualifying as a new Technical Preparation Site.

ABSTRACT

19. OBJECTIVE

Description of Activities

1.A.1 On August 5, 1991 a meeting was held for the Administrators from the TECH PREP sites within the Rend Lake Area Regional Delivery System and the Criteria to become a TECH PREP Site was discussed extensively.

1.A.2 On September 24, 1991 a post Board of Control meeting was held for the Rend Lake Area Regional Delivery System Board of Control. Within that agenda the Criteria to become a TECH PREP Site was explained to all Superintendents from the six participating schools. It was stressed that each school could participate whether or not they could offer the skill level training by teaching the Applied Academics and by either teaching or making the skill level courses available to their students through transporting.

1.A.3 On November 26, 1991 a meeting was held for the Franklin County Regional Delivery System, Board of Control, Frankin County High School Principals and Ass't Principals, and Rend Lake College Vocational Dean. During this meeting, the discussions included "Who can be a TECH PREP site?" The Criteria for being a TECH PREP site was distributed to all in attendance and discussed in length as explained in 1.A.2.

1.A.4 On May 12, 1992 the TECH PREP Director met with the Rend Lake Area Board of Control for the purpose of discussing the TECH PREP grant for FY '93; the Criteria to become a TECH PREP Site; to discuss and review FY '93 Courses of Studies; and Committment Time for TECH PREP FY '93.

1.A.5 The TECH PREP Director met with Franklin County Regional Delivery Board of Control for the purpose of disccusing the TECH PREP grant for FY '93; the Criteria to become a TECH PREP Site; to discuss and review FY '93 Courses of Studies; and Committment Time for TECH PREP FY '93.

1.A.6 Copies of the signed Criteria to be a TECH PREP Site forms are available and will be attached in the final report from Mt. Vernon High School; Wayne City High School; Zeigler/Royalton High School; West Frankfort High School; Sesser/Valier High School; Pinkneyville High School and Benton High School. Pinkneyville High School, Benton High School, and Sesser/Valier High School are new TECH PREP Sites for FY '93. With new Superintendents being hired at three of the schools, not all proper signatures were available at the time of this writing. By the time school begins, proper signatures, TECH PREP orientation meetings with all new TECH PREP site Superintendents and Principals will be completed.

1.A.7 Pinkneyville High School is a school that resides in Jackson/Perry County Regional Delivery System but is in Rend Lake College District. The Regional Supt. Mr. Kohl, Regional Supt. Mr. Brewer from Jackson County, TECH PREP Director, Franklin County Ass't. Regional Supt. met with the Superintendent and Principal from Pinkneyville High School to address the situation of Pinckneyville High School being one school outside Franklin County Regional Delivery System and Rend Lake Area Regional Delivery System but residing in Rend Lake College District and desired to be served by a TECH PREP grant. It was agreed upon that Pinckneyville would be added to our TECH PREP Grant for FY '93. For the past two years Pinckneyville High School has not been served by any TECH PREP grant and did desire to a part of Franklin County Regional Delivery System TECH PREP Project.

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493

TECH PREP

SERVING
FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM REND LAKE AREA REGIONAL DELIVERY SYSTEM AND REND LAKE COLLEGE

MEETING FOR: ADMINISTRATORS FROM TECH PREP SITES WITHIN THE REND LAKE AREA REG. DEL. SY.

DATE: Monday, August 5, 1991

TIME: 8:30 A.M. - 9:30 A.M.

LOCATION: Mt. Vernon High School
Conference Room, Building A

PURPOSE OF MEETING:

- --To discuss TECH PREP Grant for FY '92
- --To review ISBE FY'92 Guidelines
- --To review and discuss Equipment and Resource Material Acquisitions
- ✓ --To discuss Criteria to become a TECH PREP Site
- --To discuss expansion and guidelines for the TECH PREP Advisory Committee

FOR MORE INFORMATION:

Call Betty Musgrave, TECH PREP Director
(618) 438-9711

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493

TECH PREP

SERVING
FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM
REND LAKE AREA REGIONAL DELIVERY SYSTEM
AND REND LAKE COLLEGE

MEETING FOR: ***REND LAKE AREA REGIONAL DELIVERY SYSTEM BOARD OF CONTROL***

DATE: **TUESDAY, September 24, 1991**

TIME: **Post Board of Control Meeting**

LOCATION: **Mt. Vernon High School**
Conference Room, Building A

PURPOSE OF MEETING: **To discuss the**
- **TECH PREP Grant for FY '92**
- **Federal and ISBE FY'92 Guidelines**
- **Criteria to become a TECH PREP Site**
- **Expansion of the Advisory Committee Members for Planning FY'92 TECH PREP Course of Studies**
- **Model for Collaboration of State Goals for Learning, Assessments and Applied Academics**

For TECH PREP Sites:
- **Equipment Acquisitions: Plan B Planning**
- **Resource Material Needs Assessment**

FOR MORE INFORMATION:

Call Betty Musgrave, TECH PREP Director
(618) 438-9711

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493

TECH PREP

And

Franklin County Regional Delivery System

MEETING FOR: Franklin County Regional Delivery System Board of Control, Franklin County High School Principals and Ass't Principals, and Rend Lake College Vocational Dean

DATE: Tuesday, November 26, 1991

TIME: Noon Luncheon and joint meeting

LOCATION: Franklin County Country Club

AGENDA

WELCOME

Barry Kohl, Regional Supt.
Betty Musgrave, TECH PREP Director
Joe Wilkerson, System Director
Marla Harp, Test Cooperative Coordinator

Discussions:

--EFE Updates	
--How TECH PREP and EFE fit together	Joe
--Why TECH PREP?	Betty
--What we did last year with TECH PREP	
--Where we are going this year with TECH PREP	
✓ --Who can be a TECH PREP site	
--How Applied Academics Correlate with State Goals for Learning, Local Objectives and Assessments, and School Improvement Plans	Marla
--Criteria for Selecting a TECH PREP student	Marla & Betty
--Math Competencies needed by a Freshman at RLC	Joe
--Optional Jr. year ASSET Testing	Carroll Turner
--Questions and Answers	

TECH PREP
Franklin Co. Regional Delivery System
Rend Lake Area Regional Delivery System
REND LAKE COLLEGE

Criteria To be a TECH PREP Site

The school and/or AVC in order to be considered to be a TECH PREP Site will agree to:

1. Offer or make available for students stand-a-lone applied academic classes and/or ***integrate applied academics; such as,** Applied Mathematics, Applied Communication, Principles of Technology I, Principles of Technology II and Applied Biology/Chemistry as the units are made available.

2. Utilize a committee approach, academic and vocational teachers meet to compare and integrate local learner objectives with respect to applied academics and the Illinois State Goals for Learning.

3. Follow-up to the committee meetings, review local assessment instruments and analyze for inclusion of applied academics test items in the curriculum areas of mathematics, science, and communications.

4. Develop a local or regional strategic plan and implement by Fy 1993 to identify students that meet the determined criteria for a TECH PREP program (Course of Study). This plan will be on file with the TECH PREP Director for the purpose of final reporting to the State Board of Education.

5. Review annual assessments of district goals to determine baseline data of TECH PREP Students for followup studies to be utilized with the School Improvement Plan.

6. Annually review and require Lesson Plans that show the inclusion of applied academics into the curriculum.

7. Allow applied academic instructors and appropriate vocational teachers to have joint planning periods for the purpose of articulating the theory and lab content of the curriculum.

8. Support and allow instructors to attend staff development workshops required for TECH PREP initiatives.

9. Support the needs assessment of vocational teachers and academic teachers for staff development needed for computer usage.

10. Support and abide by the Objectives of the TECH PREP Grant.

11. Withstand an annual TECH PREP audit on the above list..

***Revisions 7/1/91**

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

TECH PREP

SERVING
FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM
REND LAKE AREA REGIONAL DELIVERY SYSTEM
AND REND LAKE COLLEGE

TECH PREP UPDATES FOR: ***REND LAKE AREA REGIONAL DELIVERY SYSTEM FOR VOCATIONAL EDUCATION BOARD OF CONTROL***

DATE: **MAY 12, 1992**

TIME: **8:30 A.M.**

LOCATION: **MT. VERNON HIGH SCHOOL**
VOCATIONAL CONFERENCE ROOM

PURPOSE OF TECH PREP UPDATE:

--To discuss TECH PREP Grant for FY '93
--To discuss Criteria to become a TECH PREP Site
_To discuss & review FY'93 Courses of Studies
_COMMITTMENT TIME FOR TECH PREP FY '93
_DISCUSS importance of JUNE 15-19 APPLIED ACADEMICS WORKSHOP

FOR MORE INFORMATION:

Call Betty Musgrave, TECH PREP Director
(618) 438-9711

TECH PREP

serving
Franklin County Regional Delivery System
Rend Lake Area Regional Delivery System
REND LAKE COLLEGE

CRITERIA TO BE A TECH PREP SITE

The school and/or AVC in order to be considered to be a TECH PREP Site will agree to:

1. Offer or make available for students stand-a-lone applied academic classes and/or integrate applied academics; such as, Applied Mathematics, Applied communication, Principles of Technology I, Principles of Technology I and Applied Biology/Chemistry as the units are made available.

2. Utilize a committee approach, academic and vocational teachers meet to compare and integrate local learner objectives with respect to applied academics and the Illinois State Goals for Learning.

3. Follow-up to the committee meetings, review local assessment instruments and analyze for inclusion of applied academics test items in the curriculum areas of mathematics, science and communications.

4. Develop a local or regional strategic plan and implement by FY 1993 to identify students that meet the determined criteria for a TECH PREP program (Course of Study). This plan will be on file with the TECH PREP Director for the purpose of final reporting to the State Board of Education.

5. Review annual assessments of district goals to determine baseline data of TECH PREP Students for followup studies to be utilized with the School Improvement Plan.

6. Annually review and require Lesson Plans that show the inclusion of applied academics into the curriculum.

7. Allow applied academic instructors and appropriate vocational teachers to have joint planning periods for the purpose of articulating the theory and lab content of the curriculum.

8. Support and allow instructors to attend staff development workshops required for TECH PREP initiatives.

9. Support the needs assessment of vocational teachers and academic teachers for staff development needed for computer usage.

10. Support and abide by the Objectives of the TECH PREP Grant, ***ISBE TECH PREP EXPECTATIONS of planning year and ISBE TECH PREP Year Two EXPECTATIONS. (SEE ATTACHMENTS)**

11. Withstand an annual TECH PREP audit on the above list.

*** NEW 1992 Revisions**

APPENDIX E.2

TECH PREP

serving

Franklin County Regional Delivery System
Rend Lake Area Regional Delivery System
REND LAKE COLLEGE

CRITERIA TO BE A TECH PREP SITE

The **TECH PREP EXECUTIVE COMMITTEE** has the right to withdraw TECH PREP privieges, equipment, and curriculum to any school or AVC that is not complying by the Objectives of the TECH PREP Program. Resources, curriculm, and equipment will be distributed to other TECH PREP sites as determined by the TECH PREP EXECUTIVE Committee.

REND LAKE COLLEGE

Mark S Kern
President

5/28/92
Date

REND LAKE AREA REGIONAL DELIVERY SYSTEM FOR VOCATIONAL EDUCATION

Board of Control Chair Date

School

Superintendent Date

Principal Date

FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM

Barry Kohl
Board of Control Chair Date

Benton High School
School

Superintendent Date

Principal Date

TECH PREP

serving

Franklin County Regional Delivery System
Rend Lake Area Regional Delivery System
REND LAKE COLLEGE

CRITERIA TO BE A TECH PREP SITE

The **TECH PREP EXECUTIVE COMMITTEE** has the right to withdraw TECH PREP privieges, equipment, and curriculum to any school or AVC that is not complying by the Objectives of the TECH PREP Program. Resources, curriculm, and equipment will be distributed to other TECH PREP sites as determined by the TECH PREP EXECUTIVE Committee.

REND LAKE COLLEGE

Mark A Kern
President

5/28/92
Date

REND LAKE AREA REGIONAL DELIVERY SYSTEM FOR VOCATIONAL EDUCATION

Board of Control Chair Date

School

Superintendent Date

Principal Date

FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM

Barry Kohl
Board of Control Chair Date

Sessar-Valier
School

Barry Kohl
Superintendent Date

Principal Date

APPENDIX E.7

TECH PREP

serving

Franklin County Regional Delivery System
Rend Lake Area Regional Delivery System
REND LAKE COLLEGE

CRITERIA TO BE A TECH PREP SITE

The **TECH PREP EXECUTIVE COMMITTEE** has the right to withdraw TECH PREP privieges, equipment, and curriculum to any school or AVC that is not complying by the Objectives of the TECH PREP Program. Resources, curriculm, and equipment will be distributed to other TECH PREP sites as determined by the TECH PREP EXECUTIVE Committee.

REND LAKE COLLEGE

Mark S. Kern
President

5/28/92
Date

REND LAKE AREA REGIONAL DELIVERY SYSTEM FOR VOCATIONAL EDUCATION

Board of Control Chair Date

Wayne City Unit 100 School
School

Donald L. Sutton 5-26-92
Superintendent Date

5-26-92
Principal Date

FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM

Board of Control Chair Date

School

Superintendent Date

Principal Date

TOTAL P.02

TECH PREP

serving

Franklin County Regional Delivery System
Rend Lake Area Regional Delivery System
REND LAKE COLLEGE

CRITERIA TO BE A TECH PREP SITE

The **TECH PREP EXECUTIVE COMMITTEE** has the right to withdraw TECH PREP privileges, equipment, and curriculum to any school or AVC that is not complying by the Objectives of the TECH PREP Program. Resources, curriculum, and equipment will be distributed to other TECH PREP sites as determined by the TECH PREP EXECUTIVE Committee.

REND LAKE COLLEGE

Mark S. Kern
President

5/28/92
Date

REND LAKE AREA REGIONAL DELIVERY SYSTEM FOR VOCATIONAL EDUCATION

P. E. Cross 5/28/92
Board of Control Chair Date

Wayne City Unit 100 School
School

Donald L. Sutton 5-26-92
Superintendent Date

5-26-92
Principal Date

FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM

Board of Control Chair Date

School

Superintendent Date

Principal Date

BEST COPY AVAILABLE

APPENDIX E.3

TECH PREP

serving

Franklin County Regional Delivery System
Rend Lake Area Regional Delivery System
REND LAKE COLLEGE

CRITERIA TO BE A TECH PREP SITE

The **TECH PREP EXECUTIVE COMMITTEE** has the right to withdraw TECH PREP privieges, equipment, and curriculum to any school or AVC that is not complying by the Objectives of the TECH PREP Program. Resources, curriculm, and equipment will be distributed to other TECH PREP sites as determined by the TECH PREP EXECUTIVE Committee.

REND LAKE COLLEGE

President

Date 5/28/92

REND LAKE AREA REGIONAL DELIVERY SYSTEM FOR VOCATIONAL EDUCATION

P. E. Cross 5/20/92
Board of Control Chair Date

MT. VERNON TWP. HIGH SCHOOL
School

Pat Garrett 5/20/92
Superintendent Date

5/20/92
Principal Date

FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM

Board of Control Chair Date

School

Superintendent Date

Principal Date

TECH PREP

serving

Franklin County Regional Delivery System
Rend Lake Area Regional Delivery System
REND LAKE COLLEGE

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REND LAKE COLLEGE

President

Date

REND LAKE AREA REGIONAL DELIVERY SYSTEM FOR VOCATIONAL EDUCATION

Board of Control Chair Date

School

Superintendent Date

Principal Date

FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM

Barry Kohl
Board of Control Chair Date

Sesser-Valier
School

Barry Kohl
Superintendent Date

5-22-92
Principal Date

TECH PREP

serving

Franklin County Regional Delivery System
Rend Lake Area Regional Delivery System
REND LAKE COLLEGE

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REND LAKE COLLEGE

President

Date

REND LAKE AREA REGIONAL DELIVERY SYSTEM FOR VOCATIONAL EDUCATION

Board of Control Chair Date

School

3-28-92
Superintendent Date

Principal Date

FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM

Board of Control Chair Date

School

Superintendent Date

Principal Date

TECH PREP

serving

Franklin County Regional Delivery System
Rend Lake Area Regional Delivery System
REND LAKE COLLEGE

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REND LAKE COLLEGE

Mark S. Kern
President

5/28/92
Date

REND LAKE AREA REGIONAL DELIVERY SYSTEM FOR VOCATIONAL EDUCATION

Board of Control Chair Date

School

Superintendent Date

Principal Date

FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM

Barry Kone
Board of Control Chair Date

West Frankfort High School
School

Ronald D. Davis 5-27-92
Superintendent Date

David R. Lee 5-28-92
Principal Date

TECH PREP

serving

Franklin County Regional Delivery System
Rend Lake Area Regional Delivery System
REND LAKE COLLEGE

CRITERIA TO BE A TECH PREP SITE

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REND LAKE COLLEGE

[illegible] A. Kern
President

5/28/92
Date

REND LAKE AREA REGIONAL DELIVERY SYSTEM FOR VOCATIONAL EDUCATION

Board of Control Chair Date

School

Superintendent Date

Principal Date

FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM

Barry Kohl
Board of Control Chair Date

Zeigler - Royalton Unit 188
School

George Conner 5/22/92
Superintendent Date

George Conner 5/22/92
Principal Date

3. ABSTRACT

TITLE: FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM: TECH PREP IMPLEMENTATION PLANNING AND COLLABORATION PROJECT, YEAR THREE

CO-PRINCIPAL INVESTIGATORS: Harold Hood, Assistant Regional Superintendent, Betty Musgrave, TECH PREP Director
AGENCY: Franklin County Regional Vocational Delivery System
LOCATION: 202 W. Main, Benton, IL 62812

OBJECTIVES: By June 30, 1993, implement the second year of a Model Sequential Course of Study for training Industrial Technicians; implement two newly developed Sequential Models for training Business Managers and Engineer Technicians; plan Sequential Courses of Study for training Medical Records Technicians, Respiratory Therapists, Nurses (R.N.), and Radiology Technicians; continue the Collaboration process by Correlating newly developed Applied Academics with State Goals for Learning, Local Objectives and Assessments; continue the development of Applied Assessments and pilot those applied items; begin the process of entering performance standards and essential employability skills into the Test Scoring Center data bank; develop individualized prescriptive Applied Academics for remediation.

1. By July 1 1992 project staff will be hired; advisory committee will be expanded. (OBJ 1)
2. By July 1992 Director, with assistance, will develop guidelines for summer Coop Educ. Program. (OBJ 2)
3. By July 1992 Director will orientate new TECH PREP site district Administrators. (OBJ 3)
*4. By July/Aug 1992 TECH PREP students from class enrollments will be correlated with their local achievement scores for baseline data. (OBJ 4)
5. By Sept 1992 counselors will review recruitment, registration, record keeping, transfer and employment placement procedures. (OBJ 5)
6. By Aug 1992 TECH PREP sites will implement Courses of Study for Business Management and Engineer Technology. (OBJ 6)
7. By Aug 1992 Director, with assistance, will purchase and inventory instructional materials and equipment. (OBJ 7)
8. By Aug 1992 Director will confer with JTPA and other tutor programs to develop Applied Academic staff development plan for tutors. (OBJ 8)
*9. By Sept 1992 Test Scoring Computer Specialist will design and develop a *TECH PREP Course of Study Record Form.* (OBJ 9)
*10. By Sept 1992 Collaboration Executive Committee will meet with counselors to gather input on the *TECH PREP Course of Study Record Form.* (OBJ 10)
*11. By Sept 1992 Director and Test Scoring Coord. will orientate new TECH PREP site Administrators on Coll. Models. (OBJ 11)
12. By Dec 1992 Planning and Development Committee will develop model Courses of Study for training Medical Records Technicians, Respiratory Therapists, Nurses (R.N.), and Radiology Technicians. (OBJ 12)
*13. By Dec 1992 selected English, math and science instructors will develop applied local assessment activities to reflect Applied Academics skills in speaking, writing, listening, math, and science. (OBJ 13)
14. By Dec 1992 Director will increase involvement of counselors in procedures for registering and promoting. (OBJ 14)
15. By Mar 1993 health instructors will identify and prioritize equipment and instructional resources needed. (OBJ 15)
16. By April 1993 Director will facilitate articulation meetings for secondary, Community College and University. (OBJ 16)
17. By May 1993 TECH PREP students from exemplary programs will be asked to demonstrate activities to business/industry advisory members. (OBJ 17)
*18. By June 1993 Collaboration Executive Committee will refine the Model plan for evaluating student competency standards. (OBJ 18)
19. By June 1993 instructors will determine all levels of competencies needed in computers for all TECH PREP Courses of Study (OBJ 19)
20. By Feb 1993 Director will actively encourage increased participation of private sector. (OBJ 20)
21. By Dec 1992 have contractual agreements with "Criteria to be a TECH PREP Site signed." (OBJ 21)
22. By Jan 1993 draft a Certificate of Completion and Requirements for Attainment for TECH PREP Training level courses. (OBJ 22)
23. By Dec 1992 clearly communicate to students, employers, and the public available TECH PREP Courses of Study. (OBJ 22)
24. By Oct 1992 Director will facilitate a TECH PREP Health Occupations Advisory Committee meeting to determine occupational, essential employability skills and work-based learning needs. (OBJ 24)
*25. By Feb 1993 the Director and Computer Specialist will facilitate the piloting of applied local assessment activities. (OBJ 25)
*26 By June 1993 the Director will facilitate a meeting with consultants and instructors to correlate newly developed units of Applied Biology/Chemistry and Applied Mathematics II with state and local objectives. (OBJ 26)
*27 By June 1993 Collaboration Executive Committee will facilitate scoring, reporting, and tracking TECH PREP student screening, program impact evaluation, and school improvement; prescriptive software will be utilized to program test scores from specific standardized or local assessment tests that will link prescribed Applied Academic activities/modules for at-risk TECH PREP students. (OBJ 27)
*28 By June 1993 Electronics instructors will pilot test identified Electronics performance standards. Performance standards will be entered into the testing system for occupational competency testing. (OBJ 28)
*29 By June 1993 Collaboration Executive Committee will develop marketing products promoting correlation process of State Goals for Learning, Local Objectives and Applied Academics; identification of the TECH PREP student, drafts of models for individualized prescriptive Applied Academics for at-risk TECH PREP remediation assignments. (OBJ 29)
*30 By June 1993 Collaboration Executive Committee will develop a plan to merge secondary TECH PREP student data for baseline data to the Community College. (OBJ 30)
31. By June 1993 Director, with assistance, will continually develop and/or pilot standards as they are identified. (OBJ 31)
32. By May 1993 Director with assistance will develop and promote plans for the Academic Staff and Industry Practicum. (OBJ 32)

EXPECTED CONTRIBUTION OR POTENTIAL IMPACT ON VOCATIONAL AND TECHNICAL EDUCATION: The curriculum plans will serve as a Sequential nine through sixteen Courses of Study that can be applied to other training areas to better educate students. State Goals, local objectives, assessments and newly developed Applied Academics will be correlated; a Model for measuring students' performance will be implemented; a Model for prescriptive individualized Applied Academics remediation plan for at-risk TECH PREP students will be developed; a Model performance standards and essential employability skills plan will be developed for occupational competency testing.

PRODUCT(S) TO BE DELIVERED: Two copies of progress reports will be filed quarterly. By July 15, ten copies of the final report and brochures of Health Occupations Courses of Study will be delivered. Signed articulation agreements, Business and Industry Advisory panelists' script, and summaries of occupational and essential employability skills with accompanying video; brochures of correlation Model used to compare local learning objectives with Applied Academics, and Model for identifying a TECH PREP student and Model plan for individualized prescriptive Applied Academic remediation plan for at-risk TECH PREP students.

TECH PREP

SERVING
FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM
REND LAKE ARE REGIONAL DELIVERY SYSTEM
AND REND LAKE COLLEGE

Competency Certificate

THIS IS TO CERTIFY THAT

JOHN DOE

ACHIEVED THE PERFORMANCE LEVELS ACKNOWLEDGED
ON THE REVERSE SIDE FOR THE PROGRAM OF

ELECTRONICS II

AND IS THEREFORE RECOGNIZED
THIS THIRD DAY OF AUGUST, 1991

Superintendent

Principal

Instructor

FRANKFORT COMMUNITY HIGH SCHOOL   WEST FRANKFORT, ILLINOIS

ELECTRONICS II TECH PREP

MAJOR COMPETENCY AREA

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4	3	2	1	0	EXAMS
					1-4 Electrical and Magnetic units
					1-5 Scientific Notations
					1-6 Metric Prefixes
					1-7 Metric Units Conversions
					2-1 Atoms
					2-2 Electrical Charge
					2-3 Voltage
					2-4 Current
					2-5 Resistance
					2-6 The Electric Circuit
					2-7 Basic Circuit Measurements
					3-1 Definition of Ohms's Law
					3-2 Calculating Current
					3-3 Calculating Voltage
					3-4 Calculating Resistance
					3-5 The Relationship of Current, Voltage, and Resistance
					4-1 Power and Energy
					4-2 Power in an Electric Circuit
					4-3 Resistor Power Ratings
					4-4 Energy Loss and Voltage Drops in a Resistance
					ELT 4-A Types of Resistors
					ELT 4-B Resistor Color Codes and Tolerances
					ELT 1 Resistance Law for a Series Circuit
					ELT 2 Current Law for a Series Circuit
					ELT 3 Voltage Law for a Series Circuit
					ELT 4 Power Law for a Series Circuit
					ELT 5 Voltage Law for a Parallel Circuit
					ELT 6 Current Law for a Parallel Circuit
					ELT 7 Resistance Law for a Parallel Circuit (Ohm's Law Method)
					ELT 8 Resistance Law for a Parallel Circuit (Equivalence Circuit Method)
					ELT 9 Resistance Law for a Parallel Circuit (Receptacle or Conducdance Method)
					ELT 10 Power Law for a Parallel Circuit
					ELT 11 Series/Parallel Circuits

4	3	2	1	0	EXAMS
					10-1 The Magnetic Field
					10-2 Electromagnetism
					10-3 Magnetic Hysteresis
					10-4 Electromagnetic Induction
					10-5 Applications of Electromagnetic Induction
					13-1 The Basic Capacitors
					13-2 Types of Capacitors
					13-3 Series Capacitors
					13-4 Parallel capacitors
					13-5 Capacitors in DC Circuits
					13-6 Testing Capacitors

4	3	2	1	0	LAB
					Demonstration 2-2 Electrical Charge
					Lab 2-3 Measuring Voltage with Volt Meter (VOM)
					Lab 2-4 Measuring Current with an Ammeter(VOM)
					Lab 2-5 Measuring Resistance with Ohm Meter(VOM)
					Lab 2-7 Basic Circuit Measurements
					Lab 3-2 Calculating Current apd Measuring Current
					Lab 3-3 Calculating Voltage and Measuring Voltage
					Lab 3-4 Calculating Resistance and Measuring Resistance
					ELT Lab 3-A Reading Color Code and Measuring Resistance
					ELT Lab 3-B Measuring Resistor and Calculating Tolerances
					Lab 4-1 Power and Energy
					Lab 4-2 Power in an Electric Circuit
					Lab 4-4 Energy Loss and Voltage Drops in a Resistance
					ELT Lab 1 Resistance Law for a Series Circuit
					ELT Lab 2 Current Law for a Series Circuit
					ELT Lab 3 Voltage Law for a Series Circuit
					ELT Lab 4 Power Law for a Series Circuit
					ELT Lab 5 Voltage Law for a Parallel Circuit
					ELT Lab 6 Current Law for a Parallel Circuit
					ELT Lab 7 Resistance Law for a Parallel Circuit (Ohm's Law Method)
					ELT Lab 8 Resistance Law for a Parallel Circuit (Equivalence Circuit Method)
					ELT Lab 9 Resistance Law for a Parallel Circuit (Receptacle or Conductance Method)
					ELT Lab 10 Power Law for a Parallel Circuit
					ELT Lab 11 Series/Parallel Circuits
					Demonstration 10-1 The Magnetic Field
					Lab 10-A Magnetic Switch
					Lab 10-B Electromagnet
					Lab 10-C Electromagnetic Relay
					Lab 13-A Charging and Discharging Capacitors
					Lab 13-B Units of Capacitance and Factors that Affect Capacitance
					Lab 13-C Testing Capacitors
					Lab 13-D Charge/Discharge Time Constant

Instructional Clock Hours ____________

Student Name ____________

Instructor's Signature ____________

Date ____________

FRANKFORT COMMUNITY HIGH SCHOOL 601 EAST MAIN STREET WEST FRANKFORT, ILLINOIS 62896 618-932-3126

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TECH PREP

SERVING
FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM
REND LAKE ARE REGIONAL DELIVERY SYSTEM
AND REND LAKE COLLEGE

Competency Certificate

THIS IS TO CERTIFY THAT

JOHN DOE

ACHIEVED THE PERFORMANCE LEVELS ACKNOWLEDGED
ON THE REVERSE SIDE FOR THE PROGRAM OF

ELECTRONICS III-A

AND IS THEREFORE RECOGNIZED
THIS THIRD DAY OF AUGUST, 1991

Superintendent

Principal

Instructor

FRANKFORT COMMUNITY HIGH SCHOOL   WEST FRANKFORT, ILLINOIS

ELECTRONICS III-A

TECH PREP

MAJOR COMPETENCY AREA

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4	3	2	1	0	EXAM
					O-A Pull Up Switch
					O-B Pull Down Switch
					O-C Diodes
					O-D Pull Up LED
					O-E Pull Down LED
					O-F Transistors and Transistor as a Switch
					O-G Transistor as a Pull Up Switch
					O-H Transistor as a Pull Down Switch
					1-1 Decimal Odometer
					1-2 Binary Odometer
					1-3 Number Codes
					1-4 Why Binary Numbers are Used
					1-5 Binary to Decimal Conversion
					1-6 Microprocessor
					1-7 Decimal to Binary Conversion
					1-8 Hexadecimal Numbers
					1-10 Hexadecimal to Decimal Conversion
					1-11 Decimal to Hexadecimal Conversion
					1-12 BCD Numbers
					1-13 ASCII Code
					1-A Binary to Hexadecimal Conversion
					1-B Octal Numbers
					1-C Binary to Octal Conversion
					1-E Decimal to Octal Conversion
					1-F Hexadecimal to Octal Conversion
					2-1 Inverters or Not
					ELT 2-A Noninverter and Drivers
					2-2 OR Gates
					2-3 AND Gates
					2-4 Boolean Algebra
					3-1 NOR Gates
					3-2 De Morgan's First Theorem
					3-3 NAND Gates
					3-4 De Morgan's Second Theorem
					3-5 X-OR Gates
					3-6 The Controlled Inverters
					3-7 X-NOR Gates
					4-1 Digital Integrated Circuits
					4-2 7400 Devices
					4-3 TTL Characteristics
					4-4 TTL Overview
					4-5 And-Or-Invert Gates
					4-6 Open Collectors Gates

4	3	2	1	0	LAB
					ELT LAB 0 A Connecting circuits on Breadboards
					ELT LAB O-B Pull Up Switch
					ELT LAB O-C Pull Down Switch
					ELT LAB O D Diodes
					ELT LAB O E Pull Up LED
					ELT LAB O-F Pull Down LED
					ELT LAB O G Transistors and Tranistor as a Switch
					ELT LAB O H Transistor as a Pull Up Switch
					ELT LAB O I Transistor as a Pull Down Switch
					ELT LAB 2-A Breadboarding 7400 Chips
					CPU LAB I Construction Box for 8085 Programer and Computer
					CPU LAB II Construction Hexadecimal Matrix Key Pad for 8085 Programer
					CPU LAB III Install 74C922 Encoder Chip and Circuit for 8085 Programer
					ELT LAB 2-A Construct 7408 Driver Circuit onBreadboard
					LAB 2-1 Inverters
					LAB 2-2 OR Gates
					LAB 2-3 AND Gates
					LAB 2-4 Boolean Algerbra
					LAB 3-1 NOR Gates
					LAB 3-2 De Morgan's First Theorem
					LAB 3-3 NAND Gates
					LAB 3-4 De Morgan's Second Theorem
					LAB 3-5 X-OR Gates
					LAB 3-6 The Controlled Inverter
					LAB 3-7 X-NOR Gates
					LAB 4-1 Digital Integrated Circuits
					LAB 4-2 7400 Devices
					LAB 4-3 TTL Characteristics
					LAB 4-4 TTL Overview
					LAB 4-5 And Or-Invert Gates
					LAB 4-6 Open-Collectors Gates

Instructional Clock Hours ____________________

Student Name ____________________

Instructor's Signature ____________________

Date ____________________

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TECH PREP

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REND LAKE ARE REGIONAL DELIVERY SYSTEM
AND REND LAKE COLLEGE

Competency Certificate

THIS IS TO CERTIFY THAT

JOHN DOE

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ON THE REVERSE SIDE FOR THE PROGRAM OF

ELECTRONICS III-B

AND IS THEREFORE RECOGNIZED
THIS THIRD DAY OF AUGUST, 1991

Superintendent

Principal

Instructor

FRANKFORT COMMUNITY HIGH SCHOOL WEST FRANKFORT, ILLINOIS

ELECTRONICS III-B TECH PREP

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4	3	2	1	0	EXAM
					5-1 Boolean Relation
					5-2 Sum of Products Method
					5-3 Algebraic Simplification
					5-4 Karnaugh Maps
					5-5 Pairs, Quads and Octets
					5-6 Karnaugh Simplification
					5-7 Don't Care Conditions
					6-1 Binary additions
					6-2 Binary Subtractions
					6-3 Half Adders
					6-4 Full Adders
					6-5 Binary Adders
					6-6 Signed Binary Numbers
					6-A 9's Complements
					6-B 10's Complements
					6-C 1's Complements
					6-7 2's Complements
					6-8 2's Complements Adder-Subtracter
					7-1 RS Latches
					7-2 Level Clocking
					7-3 D Latch
					7-4 Edge-Triggered D Flip-Flop
					7-5 Edge-Triggered JK Flip-Flop
					7-6 JK Master-Slave Flip-Flop
					8-1 Buffer Register
					8-2 Shift Register
					8-3 Controlled Shift Register
					8-4 Ripple Counter
					8-5 Synchronous Counter
					8-6 Ring Counter
					8-7 Three-State Register
					8-8 Bus-Organized Computer
					8-9 Bus-Organized computer
					9-1 ROMs
					9-2 PROMs and EPROMs
					9-3 RAMs
					9-4 A Small TTL Memory
					9-5 Hexadecimal Addresses
					9-A EEPROMs

4	3	2	1	0	LAB
					LAB 5-1 Boolean Relation
					LAB 5-2 Sum of Products Method
					LAB 5-3 Algebraic Simplification
					LAB 5-4 Karnaugh Maps
					LAB 5-5 Pairs, Quads and Octets
					LAB 5-6 Karnaugh Simplification
					LAB 5-7 Don't Care Conditions
					LAB 6-3 Half Adders
					LAB 6-4 Full Adders
					LAB 7-1 RS Latches
					LAB 7-2 Level Clocking
					LAB 7-3 D Latch
					CPU LAB IV Install Reset and Sequancer Circuit for 8085 Programer
					CPU LAB V Install Two 74C75 Data Latches for Low Address Data
					LAB 7-4 Edge-Triggered D Flip-Flop
					LAB 7-5 Edge-Triggered JK Flip-Flop
					LAB 7-6 JK Master-Slave Flip-Flop
					LAB 8-1 Buffer Register
					LAB 8-2 Shift Register
					LAB 8-3 Controlled Shift Register
					CPU LAB VI Install High Address Page Switch
					CPU LAB VII Install Three 74C373 Tri state Chips for 16 Bit Address and 8 Bit Data
					LAB 8-4 Ripple Counter
					LAB 8-5 Synchronous Counter
					LAB 8-7 Three-State Register
					LAB 9-4 A Small TTL Memory
					LAB 9-5 Hexadecimal Addresses
					LAB 9-A EEPROMs

Instructional Clock Hours ______________________

Student Name ______________________

Instructor's Signature ______________________

Date ______________________

FRANKFORT COMMUNITY HIGH SCHOOL 601 EAST MAIN STREET WEST FRANKFORT, ILLINOIS 62896 618-932-3126

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TECH PREP

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REND LAKE ARE REGIONAL DELIVERY SYSTEM
AND REND LAKE COLLEGE

Competency Certificate

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ELECTRONICS IV-A

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THIS THIRD DAY OF AUGUST, 1991

Superintendent	Principal	Instructor

FRANKFORT COMMUNITY HIGH SCHOOL   WEST FRANKFORT, ILLINOIS

ELECTRONICS IV-A TECH PREP

MAJOR COMPETENCY AREA

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4	3	2	1	0	EXAM
					2-1 The Bus System
					2-2 Bus System Categories
					2-3 Tristate Circuits and Examples of Tristate Circuits
					2-4 Buffering the Bus Line
					2-5 Common Bus Standards
					3-1 Input and Output Port
					4-1 Memory RAM
					4-2 Memory EEPROM
					4-2 Memory Map
					5-1 Static RAM
					5-2 Linear Address to Select Memory and I/O Ports
					5-3 Decoded Address to Select Memory and I/O Ports
					7-1 The Architecture of the 8085 Central Processing Unit

4	3	2	1	0	LAB
					CPU LAB VIII Install the Micro IV CPU Center
					CPU LAB IX Install the Micro IV Memory Center
					CPU LAB X Install the Micro IV Control Center
					CPU LAB XI Install the Micro IV Address and Data Display Center

Instructional Clock Hours ______________________

Student Name ______________________

Instructor's Signature ______________________

Date ______________________

TECH PREP

SERVING
FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM
REND LAKE ARE REGIONAL DELIVERY SYSTEM
AND REND LAKE COLLEGE

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ELECTRONICS IV-B

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THIS THIRD DAY OF AUGUST, 1991

Superintendent	Principal	Instructor

FRANKFORT COMMUNITY HIGH SCHOOL **WEST FRANKFORT, ILLINOIS**

ELECTRONICS IV-B

TECH PREP

MAJOR COMPETENCY AREA

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4	3	2	1	0	EXAM
					8-1 Writing a Simple Mimic Program with Flow Chart
					9-1 Timing and Multiplexing
					9-2 The Wait and Hold State
					9-3 The DMA Request
					10-1 The Data-Transfer Group
					11-1 The Arithmetic Group
					12-1 The Logic Group
					13-1 Loops and Jumps
					13-2 Assembly Language Programming
					14-1 Reasoning. The Condition Jump
					15-1 Calls
					15-2 Subroutine
					15-3 Stacks
					16-1 Interrupts
					17-1 Mathematical Refinement
					18-1 Basic I/O and Interfacing with Parallel I/O

4	3	2	1	0	LAB
					CPU LAB XII Writing a Simple Mimic Program with Flow Chart
					CPU LAB XIII Writing a Simple Mimic Program and Single Step
					CPU LAB XIV Data-Transfer Group
					CPU LAB XV The Arithmetic Group
					CPU LAB XVI The Logic Group
					CPU LAB XVII Timing Loops and Jumps
					CPU LAB XVIII Assembly Language Programming
					CPU LAB XIX Reasoning. The Condition Jump
					CPU LAB XX Calls
					CPU LAB XXI Subroutine
					CPU XXII Stacks
					CPU XXIII Interrupts
					CPU LAB XXIV Mathematical Refinement
					CPU LAB XXV Basic I/O and Interfacing with Parallel I/O
					CPU LAB XXVI Write an Assembly-Language Programming to control 12v Traffic Lights
					CPU LAB XXVII Write an Assembly-Language Programming to control Eight 120v AC Lights
					CPU LAB XXVIII Write an Assembly-Language Programming to Input Data Through an A/D converter

Instructional Clock Hours ____________________

Student Name ____________________

Instructor's Signature ____________________

Date ____________________

TECH PREP

SERVING
FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM
REND LAKE ARE REGIONAL DELIVERY SYSTEM
AND REND LAKE COLLEGE

Competency Certificate

THIS IS TO CERTIFY THAT

JOHN DOE

ACHIEVED THE PERFORMANCE LEVELS ACKNOWLEDGED
ON THE REVERSE SIDE FOR THE PROGRAM OF

PRINCIPLES of TECHNOLOGY I

AND IS THEREFORE RECOGNIZED
THIS THIRD DAY OF AUGUST, 1991

Superintendent Principal Instructor

FRANKFORT COMMUNITY HIGH SCHOOL WEST FRANKFORT, ILLINOIS

PRINCIPLES of TECHNOLOGY I

TECH PREP

MAJOR COMPETENCY AREA

Student rating reflect competencies attained during occupational training at Frankfort Community High School. The numerical rating of 4, 3, 2 and 1 are not intended to represent the traditional school grading system of A, B, C and D. The description associated with each number indicates a level of student performances for each of the task listed below.

RATING SCALE

4	**Skilled - Person can work independently. Performance is excellent.**
3	**Moderately Skilled - Person can perform task completely with limited supervision. Performance is average.**
2	**Limited Skills - Person requires close supervision. Performance is average.**
1	**Lacking Skills- Person requires very close supervision. Performance is below average.**
0	**No exposure - Person has no experience. Instruction has not been provided.**

4	3	2	1	0	EXAMS
					FORCE in MECHANICAL SYSTEMS
					FORCE in FLUID SYSTEMS
					FORCE in ELECTRICAL SYSTEMS
					FORCE in THERMAL SYSTEMS
					WORK in MECHANICAL SYSTEMS
					WORK in FLUID SYSTEMS
					WORK in ELECTRICAL SYSTEMS
					RATE in MECHANICAL SYSTEMS
					RATE in FLUID SYSTEMS
					RATE in ELECTRICAL SYSTEMS
					RATE in THERMAL SYSTEMS
					RESISTANCE in MECHANICAL SYSTEMS
					RESISTANCE in FLUID SYSTEMS
					RESISTANCE in ELECTRICAL SYSTEMS
					RESISTANCE in THERMAL SYSTEMS
					ENERGY in MECHANICAL and FLUID SYSTEMS I
					ENERGY in MECHANICAL and FLUID SYSTEMS II
					ENERGY in ELECTRICAL SYSTEMS
					ENERGY in THERMAL SYSTEMS
					POWER in MECHANICAL SYSTEMS
					POWER in FLUID SYSTEMS
					POWER in ELECTRICAL SYSTEMS
					FORCE TRANSFORMERS in LINEAR MECHANICAL SYSTEMS
					FORCE TRANSFORMERS in ROTATIONAL MECHANICAL SYSTEMS
					FORCE TRANSFORMERS in ELECTRICAL SYSTEMS
					FORCE TRANSFORMERS in FLUID SYSTEMS

4	3	2	1	0	LAB
					Lab 1M1 Measuring Forces
					Lab 1M2 Measuring Stress
					Lab 1F1 Measuring Specific Gravity
					Lab 1F2 Measuring Pressure
					Lab 1E2 Electrical Circuit Lab 1E1 Measuring Voltage
					Lab 1T1 Measuring Temperature with Thermometers
					Lab 1T2 Measuring Temperature with Thermocouples
					Lab 2M1 Work Done by Pulleys
					Lab 2M2 Work Done by a Winch
					Lab 2F1 Work Done by a Piston
					Lab 2F2 Work Done by a Water Pump
					Lab 2E1 Work Done by a Motor
					Lab 2E2 Work Done by a Solenoid
					Lab 3M1 Measuring Linear Rate on Conveyor Bel
					Lab 3M2 Measuring Angular Rate with a Stroboscope
					Lab 3F1 Measuring Liquid Flow Rate in a Channel
					Lab 3F2 Measuring Gas Flow Rates with a Orifice
					Lab 3E1 Measuring Frequency
					Lab 3E2 Measuring Current
					Lab 3T1 Measuring Heat Flow Rate
					Lab 3T2 Measuring Cooling Rate
					Lab 4M1 Reducing Friction with Lubricants
					Lab 4M2 Streamlining Shapes to Reduce Air Drag
					Lab 4F1 Measuring Fluid Resistance in Pipes
					Lab 4F2 Measuring Resistance in Air Filters
					Lab 4E1 Ohm's Law and Series Circuits
					Lab 4E2 Ohm's Law and Parallel Circuits
					Lab 4T1 Measuring Resistance of Thermal Insulation
					Lab 4T2 Effect of Thermal Insulation
					Lab 5MF1 Measuring the Potential Energy of a Spring
					Lab 5MF2 Energy Stored in a Hydraulic Accumulator
					Lab 5MF3 Using Energy in Compressed Air to Operate Air Motor
					Lab 5MF4 Measuring the Kinetic Energy of a Rotating Flywheel
					Lab 5E2 Energy Stored in a Capacitor
					Lab 5T1 Measuring Resistance of Therma
					Lab 5E1 Converting Fluid Energy to Electrical Energy
					Lab 5T2 Effect of Thermal Insulation

4	3	2	1	0	LAB
					Lab 6M1 Measuring Linear Mechanical Power
					Lab 6M2 Power in a Rotating Mechanical System
					Lab 6F1 Fluid Power in Hydraulic Systems
					Lab 6F2 Power from Air Motor
					Lab 6E1 Measuring Electrical Energy with a Watt Hour Meter
					Lab 6E2 Electric Motors and Generators
					Lab 7M1 "The Come-A Long Winch"
					Lab 7M2 "The Screw"
					Lab 7M3 "Gears"
					Lab 7M4 "Belts and Pulley"
					Lab 7F1 "The Hydraulic Jack"
					Lab 7F2 "The Fluid Pressure Intensifir"
					Lab 7E1 "Electric Transformer"

Instructional Clock Hours ____________________

Student Name ____________________

Instructor's Signature ____________________

Date ____________________

FRANKFORT COMMUNITY HIGH SCHOOL   601 EAST MAIN STREET   WEST FRANKFORT, ILLINOIS 62896   618-932-3126

TECH PREP

20. OBJECTIVE

Develop performance standards for newly developed Technical Preparation programs for transition from twelfth grade to the Community College.

PROCEDURES

Establish performance standards for newly developed Technical Preparation programs.

PERSONS RESPONSIBLE

Secondary and Post-Secondary Vocational and Academic Instructors
Community College Dean
Business and Industry Representatives

DUE DATE

June, 1992

EVALUATION

Evaluate the performance standards for newly developed Technical Preparation programs for transition from twelfth grade to the community college.

ABSTRACT

20. OBJECTIVE

Description of Activities

1.A.1 The TECH PREP Director attended an Illinois State Board of Education meeting and attended Kathy Nicholson-Tosh's session on the State Boards Proposed Timelines for Development of Performance Standards/Measures. The TECH PREP Director has been in contact with DAVTE and assurances have been made that our TECH PREP program will pilot test the State's performance standards for Electronics beginning in January. Electronics is part of our core skill training for our TECH PREP Course of Study for training Industrial Technicians. Our Electronics programs have been articulated with Rend Lake College and West Frankfort High School's have been articulated with both Rend Lake College and John A. Logan College. As performance standards are developed by the State it is our desire that our TECH PREP programs will be able to pilot test in all areas that are compatible to our Courses of Study. **See Attachments On-going**

1.A.2 Performance competencies and standards are being finalized in the area of Mathematics for a Freshman entering Rend Lake College. Business and Industry are now correlating these identified competencies with screening tests that are given to their applicants. **See Attachments in Objective 16. On-going**

1.A.3 On September 27, 1991 the TECH PREP Director met with Pat Sipes, West Frankfort High School Principles of Technology and Electronics instructor and Stuart Parks, Zeigler/Royalton High School Principles of Technology Instructor. At this meeting Competencies for Principles of Technology and Student Certificates were discussed. It was the concensus that we should wait and compare these certificates with competencies and standards being developed by the State.

1.A.4 October 9-11 1991 the TECH PREP Director attend The Third National Conference on Competency-Based Testing and Performance Standards for Vocational-Technical Education at the Great Smokies Hilton Resort/Asheville, North Carolina. This conference was excellent in providing sessions from states that were much more advanced in the process of developing standards and measures than Illinois. The sessions were intense and was organized in such a way, even if you could only attend one session and you wanted information from another session being presented at the same time, an abstract of that session was included in your notebook. The conference sessions filled a four- inch notebook. This resource material will be useful for many years for reference. In 1993, the Fourth National Conference on Competency-Based Testing and Performance Standards for Vocational-Technical Education will be held in Indianapolis, IN. This movement seems to be coming from many directions.

1.A.4 Performance Standards will be on-going for FY '93. Our TECH PREP sites and Rend Lake College has been promised to be pilot sites for testing Performance Standards for Electronics for the Illinois State Board of Education as soon as they are ready. According to ICCB, they too will help Community Colleges develop or adopt performance standards. Performance standards need to be developed based from top down. This will be on-going for all TECH PREP Courses of Studies and will take several years to accomplish.

1.A.5 Two of our TECH PREP sites: Wayne City High School and West Frankfort High School served as pilot sites for testing Essential Employability Skills for a ISBE grant project with Southern Illinois University. We have requested FY'93 monies to pilot these Essential Employability Skill Test Questions in FRANKLIN COUNTY TEST SCORING CENTER to be utilized for generating a TEST BANK to be used for assessing competencies in Essential Employability Skills for all TECH PREP Courses of Studies. Baseline data will be available for West Frankfort High School students that were taking applied academic courses, Electronics, and Principles of Technology I and II this year and baseline data will be available for followup studies from Wayne City High School Seniors both TECH PREP and non TECH PREP students. **See XI SIU Essential Employability Skills Pilot Project with Franklin County Regional Delivery System TECH PREP Site for examples of pilot materials.**

1.A.6 June 3, 1992 Secondary Subcommittee Draft Recommendations were distributed at Reg. VI Regional System Directors meeting stating Measures and Standards will apply to all programs and will serve in further analyzing program improvement needs. State standards will consider those developed through other performance management systems and be coordinated with those systems as appropriate, ie., the new recognition process, and/or community college educational guarantees. It is the intention to stay informed and ready to pilot test performance standards that correlate with TECH PREP Courses of Study as they are developed.

1.A.7 At the September 1992 meeting for System Directors in Mt. Vernon, the agenda includes a session on Performance Standards and Measures which the TECH PREP Director plans to attend. At the present time, it seems best for the TECH PREP Director to try to stay informed at what is happening at the National Level, Community College level with the ICCB Guarantee of the Occupational Skills of their Graduates, and what DAVTE is developing for the Secondary Performance Standards and somehow be ready to adopt those performance standards and measures for each TECH PREP Course of Study as they are developed. One major concern, is the handling of the individual student records.

PROPOSED TIMELINES FOR DEVELOPMENT OF PERFORMANCE STANDARDS/MEASURES

Appoint State Committee of Practitioners	October 30,1990
Develop draft of performance standard areas for adoption in Illinois	October 31, 1990
Hold first meeting of State Committee of Practitioners	November 30, 1990
- Overview legislation - Section 115	
Hold second meeting of State Committee of Practitioners	January 31, 1991
- Provide areas of performance standards - Provide advantages and disadvantages - Where they have been effective and ineffective - Solicit input/discussion on how to identify measures	

Hold third meeting of State Committee of Practitioners - Review and discuss draft - Identify all/additional sources of measurement - Provide advantages/disadvantages - Where they've been effective/ineffective	April 30, 1991
Hold fourth meeting of State Committee of Practitioners - Continue discussion on sources of measurement and implementation procedures	June 30, 1991
Develop final draft - review with committee and other targeted groups	August 15, 1991
Disseminate system of core standards and measures and timelines for implementation	October 1, 1991
Final date to implement system of core standards and measures per legislative requirements	September, 1992

Outcome Area: 1. Occupational Competence

Performance Measure/Indicator

- Core occupational competencies (occupation or program cluster)
- Core of general skill standards across all occupations, programs, etc. (all aspects of industry/employability skills)

Measurement Options

- Establish guidelines for testing and reporting of specific skill standards (by schools)
- Work with industry to identify core standards for state reporting
- Establish assessment mechanism for general skills

Outcome Area: 2. Academic Achievement

Performance Measure/Indicator

- Reading
- Math
- Communication

Measurement Options

- School assessment results - standardized achievement tests
- ISBE/IGAP assessment results

Outcome Area: 3. Educational Attainment

Performance Measure/Indicator

- High school graduation
- High school/community college program completion (associate degree or certificate)
- Continuation in a related postsecondary program

Measurement Options

- Local district/system reporting
- VIMS/MIS Reporting System
- Statewide student follow-up survey for estimates on postsecondary continuation

Outcome Area: 4. Employment

Performance Measure/Indicator

- Employment rate
- Retention rate in employment
- Average earnings
- Program related employment

Measurement Options

- ETS System for Long-Term employment, retention, earnings
- Statewide employer survey for program-related employment
- Statewide student follow-up for program-related employment

Outcome Area: 6. Access and Equity

Performance Measure/Indicator

- Participation rates of special populations in vocational education

- Participation rates of minorities

Measurement Options

- VIMS Reporting System

Outcome Area: 5. Economic Competitiveness

Performance Measure/Indicator

- Productivity
- Quality of goods and services
- Training costs

Measurement Options

- Statewide employer survey

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493

TECH PREP

FOR : TECH PREP Site Meeting Instructors

DATE: September 27, 1991

TIME: 12:30 - 3:30 pm

PLACE: West Frankfort High School
Pat Sipes
Prin. of Technology Lab

PURPOSE OF MEETING:

TO DISCUSS:

-Principles of Technology

-Equipment Bids

-Prioritizing orders

✓ -Competencies for Prin. of Technology

✓ -Student certificates

-Software

-Curriculum

-Updates

ATTENDANCE:

Pat Sipes	West Frankfort High School
Stuart Parks	Zeigler/Royalton High School

The Third

National Conference on Competency-Based Testing and Performance Standards for Vocational-Technical Education

October 9 - 11, 1991 -- Asheville, North Carolina

Conference Agenda

Tuesday, October 8

TIME	ACTIVITY	LOCATION
5:30 pm - 7:00 pm	Registration	Biltmore Foyer

Wednesday, October 9

TIME	ACTIVITY	LOCATION
7:30 am - 1:00 pm	Registration	Biltmore Foyer
8:30 am - 10:00 am	Opening Session Welcome Clifton B. Belcher State Director of Vocational Education, North Carolina Conference Overview Brenda C. Hattaway, Assistant Director, V-TECS "Setting The Stage" Ronald D. McCage, Director, V-TECS	Great Smokies Ballroom
10:00 am - 10:20 am	BREAK	
10:20 am - 11:30 pm	Panel Discussion: "Performance Standards: Answers to Frequently Asked Questions" Panel: Marion Asche, Virginia Tech Gary Hoachlander, NCRVE/Berkeley Moderator: B. June Schmidt, NCRVE/Virginia Tech	Great Smokies Ballroom
11:30 am - 11:40 am	BREAK	
11:40 am - 12:10 pm	Competency Based Education in Russia Victor Popov, Russia	Great Smokies Ballroom
12:10 pm - 1:30 pm	LUNCH (on your own)	

The Third

National Conference on Competency-Based Testing and Performance Standards for Vocational-Technical Education

October 9 - 11, 1991 — Asheville, North Carolina

Conference Agenda

Wednesday, October 9 *(continued)*

TIME	ACTIVITY	LOCATION
1:30 pm - 1:45 pm	**Introduction of Vendors** Brenda C. Hattaway, V-TECS	Great Smokies Ballroom
✓ 1:45 pm - 3:15 pm	**Panel Discussion:** "Performance Standards and Measures at the State and Local Level" Panel: 1. Don Brannon, North Carolina 3. Charles Hopkins, Oklahoma 2. Tom Sommer, Georgia (Secondary [illegible] post secondary Moderator: Ron McCage, V-TECS	Great Smokies Ballroom
3:15 pm - 4:00 pm	**VISIT WITH VENDORS**	Great Smokies Ballroom
✓ 4:00 pm - 4:45 pm	**Keynote Address** Betsy Brand Assistant Secretary for Vocational and Adult Education U.S. Department of Education, Washington, D.C.	Great Smokies Ballroom
4:45 pm - 5:00 pm	BREAK	
5:00 pm - 7:30 pm	**Vendor Carousel and Vendor Sponsored Reception** *You are invited to enjoy the hospitality provided by the following organizations as you learn more about their products and services:* ✓ IBM Corporation & Educational Renaissance Larry Blasch and Robert Ives Love Soft Educational Software John Love National Occupational Competency Testing Institute (NOCTI) Evelyn Wells National Computer Systems Karen Conden Piney Mountain Press Wayne Sapp Vocational-Technical Education Consortium of States Ron McCage & Brenda Hattaway	Great Smokies Ballroom

✓ Two carousel rounds are scheduled: 5:30 pm - 6:00 pm and 6:15 pm - 6:45 pm

The Third

National Conference on Competency-Based Testing and Performance Standards for Vocational-Technical Education

October 9 - 11, 1991 -- Asheville, North Carolina

Conference Agenda

Thursday, October 10

TIME	ACTIVITY	LOCATION
8:00 am - 12:30 pm	**Registration**	**Biltmore Foyer**
8:30 am - 9:40 am	**Concurrent Sessions**	
	✓ **Development of an Integrated System of Authentic Student Performance Standards, Learning Activities, and Assessment Tasks and Exemplars** ***Norm Constantine & Sri Ananda, Far West Lab***	**VIP Room**
	Multimedia and Performance Testing ***Robert Ives, Educational Renaissance***	**Mt. Mitchell**
	Update on Performance Standards and Measures ***Gary Hoachlander, NCRVE/Berkeley***	**Mt. Pilot**
	The Do's and Don'ts for Writing Test Items ***John Horton, Kentucky***	**Laurel**
	Work Keys: The Skills They Need for the Jobs They Want ***Joyce McLarty, ACT***	**Rhododendron**
	Implementing Competency Based Vocational Education in the Classroom: From Milk Crates to Computers ***Wayne Sapp, Consultant***	**Dogwood**
9:50 am - 11:00 am	**Concurrent Sessions**	
	✓ **Development of an Integrated System of Authentic Student Performance Standards, Learning Activities, and Assessment Tasks and Exemplars** ***Norm Constantine & Sri Ananda, Far West Lab***	**VIP Room**
	Multimedia and Performance Testing ***Robert Ives, Educational Renaissance***	**Mt. Mitchell**
	The Do's and Don'ts for Writing Test Items ***John Horton, Kentucky***	**Laurel**
	Implementing Competency Based Vocational Education in the Classroom: From Milk Crates to Computers ***Wayne Sapp, Consultant***	**Dogwood**
	✓ **Vocational Assessment in Florida - Test Item Management System™ and Vocational Test Item Banks** ***Michael Brawer, Florida***	**Mt. Pilot** ✓
	Consumer Rights Information in Postsecondary Vocational Education ***Joseph Haenn, David Stevens, & Becky Jon Hayward, Research and Evaluation Associates***	**Rhododendron**

Thursday, October 10
(continued)

TIME	ACTIVITY	LOCATION
11:10 am - 12:20 pm	Concurrent Sessions	
✓	Vocational Assessment in Florida - Test Item Management System™ and Vocational Test Item Banks *Michael Brawer, Florida*	Mt. Pilot
	Consumer Rights Information in Postsecondary Vocational Education *Joseph Haenn, David Stevens, & Becky Jon Hayward, Research and Evaluation Associates*	Rhododendren
✓	Work Keys: The Skills They Need for the Jobs They Want *Joyce McLarty, ACT*	Dogwood ✓
	Panel Follow-up: Question/Answer Session *Charles Hopkins, Oklahoma*	VIP Room
	Competency Based Programs for Special Populations *Carolyn Maddy-Bernstein, NCRVE/University of Illinois*	Laurel
	Performance Testing *Meg Murphy, North Carolina*	Mt. Mitchell
12:30 pm - 2:00 pm ✓	Group Lunch Luncheon Speaker: Dr. Ferman P. Moody, State Director, Pennsylvania	Mt. Roan & Mt. Pisgah

The Third
National Conference on Competency-Based Testing and Performance Standards for Vocational-Technical Education
October 9 - 11, 1991 -- Asheville, North Carolina

Conference Agenda

Thursday, October 10
(continued)

TIME	ACTIVITY	LOCATION
2:15 pm - 3:25 pm	**Concurrent Sessions**	
	Competency Based Programs for Special Populations *Carolyn Maddy-Bernstein, NCRVE/University of Illinois*	**Rhododendron**
Karen Jane ive handout	**Performance Testing** *Meg Murphy, North Carolina*	**Mt. Mitchell**
	Key Questions in Developing Large-Scale Competency Assessment Programs *Richard Erickson, University of Missouri-Columbia*	**Laurel**
	Written Testing versus Performance Testing *William Kersten, ASE*	**VIP Room**
✓	**Competency Testing in Vocational Programs for the Application and Transfer of Basic Skills** *B. June Schmidt, NCRVE/Virginia Tech*	**Dogwood**
	Establishing Passing Scores: Methods, Advice, Lessons Learned *Thomas Renckly, US Air Force, & Thomas Sommer, Augusta Tech*	**Mt. Pilot**
3:35 pm - 4:45 pm	**Concurrent Sessions**	
	Key Questions in Developing Large-Scale Competency Assessment Programs *Richard Erickson, University of Missouri-Columbia*	**Laurel**
	Written Testing versus Performance Testing *William Kersten, ASE*	**VIP Room**
	Competency Testing in Vocational Programs for the Application and Transfer of Basic Skills *B. June Schmidt, NCRVE/Virginia Tech*	**Dogwood**
✓	**Establishing Passing Scores: Methods, Advice, Lessons Learned** *Thomas Renckly, US Air Force, & Thomas Sommer, Augusta Tech*	**Mt. Pilot**
	Task Analysis for Test Item Development *Brenda Hattaway, V-TECS*	**Mt. Mitchell**

The Third

National Conference on Competency-Based Testing and Performance Standards for Vocational-Technical Education

October 9 - 11, 1991 --- Asheville, North Carolina

Conference Agenda

Friday, October 11

TIME	ACTIVITY	LOCATION
8:30 am - 9:40 am	**Concurrent Sessions**	
	Public Relations and Testing Programs ***Julie Wofford Anderson, South Carolina***	**Mt. Pisgah**
	Occupational and Pre/Posttest Results ***Barbara Clerc, Oklahoma***	**Laurel**
✓	**Blueprinting: Ensuring Test Content Validity** ***Vincent Hall, Western Carolina University***	**Mt. Pilot**
much like VIMS VTMS ✓	**V-TECS DIRECT: A Resource for the 90's** ***Ron McCage & Brenda Hattaway, V-TECS***	**Foxfire**
	Assessing Readability in Preparation for Competency Evaluation ***Fred Reneau, Southern Illinois University***	**Mt. Roan**
	The Theorists, The Practitioners, The Chiefs, and Their Sailors: A Case Study in Computer Adaptive Test Development (Part 1) ***Art Slater, U.S. Navy***	**Mt. Mitchell**
9:50 am - 11:00 am	**Concurrent Sessions**	
	Public Relations and Testing Programs ***Julie Wofford Anderson, South Carolina***	**Mt. Roan**
	Occupational and Pre/Posttest Results ***Barbara Clerc, Oklahoma***	**Foxfire**
excellent to use ✓	**Blueprinting: Ensuring Test Content Validity** ***Vincent Hall, Western Carolina University***	**Mt. Pilot** ✓
	The Theorists, The Practitioners, The Chiefs, and Their Sailors: A Case Study in Computer Adaptive Test Development (Part 1) ***Art Slater, U.S. Navy***	**Mt. Mitchell**
	The New Vocational-Technical Education and Training in Britain - Competence Based, Industry Led ***Mike Bees, Britain***	**Mt. Pisgah**
	Machine-Scored Tests in the Classroom ***Richard Laube, North Carolina State University***	**Laurel**

Friday, October 11

(continued)

TIME	ACTIVITY	LOCATION
11:10 am - 12:20 pm	Concurrent Sessions	
	The New Vocational-Technical Education and Training in Britain - Competence Based, Industry Led *Mike Bees, Britain*	Mt. Pisgah
	✓ Machine-Scored Tests in the Classroom *Richard Leuba, North Carolina State University*	Laurel
	V-TECS DIRECT: A Resource for the 90's *Ron McCage & Brenda Hattaway, V-TECS*	Foxfire
	Assessing Readability in Preparation for Competency Evaluation *Fred Reneau, Southern Illinois University*	Mt. Roan
	Instructional Management: A Process for Selecting a Computerized System *Margaret Bingham, North Carolina*	Mt. Pilot
	Identifying and Validating Task Lists for Competency Based Testing Materials and Performance Standard Development *Charles Losh, Arizona*	Mt. Mitchell
12:30 pm - 1:30 pm	Lunch (on your own)	

Friday, October 11
(continued)

TIME	ACTIVITY	LOCATION
1:30 pm - 2:40 pm	Concurrent Sessions	
	Instructional Management: A Process for Selecting a Computerized System ***Margaret Bingham, North Carolina***	**Mt. Pilot**
	Identifying and Validating Task Lists for Competency Based Testing Materials and Performance Standard Development ***Charles Losh, Arizona***	**Mt. Mitchell**
	Conducting a Field Test ***Barbara Hinton, Arkansas***	**Mt. Pisgah**
✓	**North Carolina VoCATS**	**Foxfire**
	Basic Skills: Integration within Vocational Curriculum and Competency Testing ***Brenda Stacy & Kimberly Sadler, Oklahoma***	**Mt. Roan**
2:50 pm - 4:00 pm	Concurrent Sessions	
	Conducting a Field Test ***Barbara Hinton, Arkansas***	**Mt. Pisgah**
	North Carolina VoCATS	**Foxfire**
✓	**Basic Skills: Integration within Vocational Curriculum and Competency Testing** ***Brenda Stacy & Kimberly Sadler, Oklahoma***	**Mt. Roan**
	Task Analysis for Test Item Development ***Brenda Hattaway, V-TECS***	**Mt. Mitchell**

Reg V.I. mtg

SECONDARY SUBCOMMITTEE DRAFT RECOMMENDATIONS

JUNE 3, 1992

Draft #3

PREMISES
PERFORMANCE STANDARDS

- State standards will encourage and elicit high performance and be established as goals for local education agencies to strive for over a period of time.
- State standards will be set in accordance with timelines for implementing each measure.
- Local education agencies will establish annual targets of achievement based on current and desired performance levels. This will accommodate the concept of adjustments.
- The state will provide timely and high quality data and will review and recommend changes in performance targets as appropriate.
- State standards will be consistent for all student populations. Adjustments for certain populations will be accommodated through the establishment of annual targets for achievement or revised measures for the appropriate population.
- State standards will be developed and consistent for each of the measures under the goals for all vocational-technical education programs.
- A program improvement plan will be developed when a system or community college has not made sufficient improvement toward achieving the state standards. After two years of insufficient progress the State Board of Education will intervene and provide assistance in developing and implementing a program improvement plan.
- Measures and standards will apply to all programs and will serve in further analyzing program improvement needs. *
- Business, industry and labor will provide advice and input in the development of standards particularly in the State goal area of occupational competence.
- State standards will consider those developed through other performance management systems and be coordinated with those systems as appropriate, ie., the new recognition process, and/or community college educational guarantees.

107ccknt

STATE COMMITTEE OF PRACTITIONERS SECONDARY SUBCOMMITTEE

April 14 and May 22 - Draft Recommendations

General Conclusions:

1. The initial standards established for 1992-93 may change as data collection and analysis becomes more sophisticated.
2. Cohorts may need revision to ensure adequate student numbers are included to draw reliable conclusions.
3. Standards are established as goals to reach for. Annual targets will be established by each system with assistance from ISBE as incremental steps to reach the State standard and/or continue improvement.
4. Standards may be revised as industry standards change, especially in the area of occupational competence.

Recommended Definitions:

Vocational Student: Any student enrolled in an approved vocational course reported on VIMS.

Program Completer: A student completing one or more key courses.

> Future Definition: A student meeting industry standard on core competencies for employment.

Key Course: A preparation level course that imparts entry level job skills and is flagged by the regional delivery system.

STATE GOAL	MEASURE	COHORT	RELATED DEFINITIONS	1992-93 YEAR 1 RECOMMENDED STATE STANDARD
Academic Achievement Attainment	Percentage of 10th or 11th grade students attaining level 2 or higher on the Math IGAP.	10th or 11th grade vocational student	Vocational student = any student enrolled and receiving credit in a vocational course and reported on VIMS	___% of all 10th or 11th grade vocational students will attain level 2 or higher on the math IGAP.
	Percentage of 10th or 11th grade students attaining level 2 or higher on the Reading IGAP.			___% of all 10th or 11th grade vocational students will attain level 2 or higher on the reading IGAP Level of Standard: Institutional

Academic Achievement - General Comments

1. Cohort will be flexible due to use of the IGAP and uncertainty as to whether test administration will occur at the 10th or 11th grade.

2. For 1992-93 baseline information may be (possibly) collected for that year only. Therefore; this information will be available at a later time than other baseline information.

3. No gains measure has been identified for 1992-93. If the math/reading IGAP are changed to 10th grade it is recommended that an assessment be developed for 12th graders. This may then have use for community colleges.

   Student gains information would not be available until 1994-95 on 1992-93 10th graders if the test were available.

   Program gains information will be available in 1993-94.

4. Further review of local assessment use is suggested for gains information.

STATE GOAL	MEASURE	COHORT	STANDARD
Educational Attainment			
Graduation Rate	Percentage of all vocational education preparation level course enrollees who graduate from high. school.	Preparation level course enrollees	___% of all preparation level course enrollees will graduate from high school. (VIMS-School Report Card)
Program Completion	Percentage of all vocational education preparation level course enrollees who complete one or more key courses.	Preparation level course enrollees	___% of all vocational education preparation level course enrollees will complete the vocational education program. (VIMS)
	Percentage of all vocational education orientation course enrollees who complete one or more key key courses.	Orientation level course enrollees	___% of all orientation course enrollees will complete a vocational education program sequence related to the orientation course. (VIMS)
Post Secondary Continuation	Percentage of all vocational education program completers who enter postsecondary education programs.	Program completers	___% of vocational education program completers will continue on to postsecondary education. (VIMS, ICCB, IBHE, Data)

Educational Attainment

1. The graduation rate state standard should consider vocational technical education impact therefore; the recommended cohort is preparation level course enrollees.

2. Program completion measures should take into account both orientation and preparation level content. Therefore; a measure using preparation level course enrollees as the cohort and a measure using orientation course enrollees should be included in the system.

3. Postsecondary continuation should be looked at in combination with employment for standard setting purposes with the possible exception of Tech Prep students. This will require further discussion. A flag will be attached to Tech Prep in the future.

4. Mobility issues need resolution for the measure of graduation rate.

5. The program completion definition needs further refinement. In addition, disaggregation of data needs to reflect different credit variations: i.e. 1 key course, 2 key courses, etc.

STATE GOAL	MEASURE	COHORT	1992-93 STATE STANDARD
Employment/Educational Attainment			
Postsecondary Continuation	Percentage of 1991-92 program completers who are employed or are continuing their education in the 2nd and 6th quarters following graduation.	Senior Program completers	___% of all senior program completers will be employed or continuing their education at a postsecondary institution by the 2nd & 6th quarters. (VIMS/ETS)
Employment Retention	Percentage of 1991-92 program completers who continue to be employed or in postsecondary education in the 2nd & 6th quarters following high school graduation.	Senior Program completers who were employed or continuing their education in the 3rd quarter after graduation	___% of all senior program completers who were employed or continuing their education will have retained employment or be enrolled in postsecondary programs in the 2nd & 6th quarters. (VIMS/ETS)

Employment

1. The employment measure and the educational attainment measure of postsecondary continuation should be combined in standard setting.

2. Social security numbers on all students will enable employment tracking by credits generated.

STATE GOAL	MEASURE	COHORT	STANDARD
Access and Equity			
Participation Rate	Percentage of special populations enrolled in vocational education as compared to special populations enrolled in school.	Special populations in all vocational education courses . Disabled . LEP . Academic Disad. . Economic Disad. . Non-traditional	The % of special population students participating in vocational education will equal the percentage of each special population group enrolled in school. Standard: Institutional
Equity	Performance of each special population as compared to non-special populations as reported for each measure.	All data will be disaggregated for each measure by special population group.	

Access and Equity

1. An institutional target/state standard should be established for special population groups. Reporting by each special population group will occur.

2. Consideration should be given to establishing a standard for special populations in relation to participation in preparation level offerings.

3. Reporting of individual student scores (math, reading) for students excluded from IGAP should be explored.

4. Longitudinal tracking of special population subgroups should occur to determine the most successful programs for these populations. (Employment access, competency attainment, etc.)

5. Overrepresentation remains a concern of special populations in vocational education.

6. Data will be disaggregated by program to ensure distribution of special populations students is equitable.

STATE GOAL	MEASURE	COHORT	1993-94 Year 1 RECOMMENDED STATE STANDARD
Occupational Competence			
Workplace Basics	Percentage of senior vocational education preparation level course takers and key course enrollees who meet or exceed the standard on the workplace basics assessment.	Senior preparation level course takers and key course enrollees.	___% of seniors in preparation level courses and key course enrollees will meet or exceed the industry standard established for the area of workplace basics. (Workplace Basics Assessment administered to all key course enrollees and seniors in prep-level courses.)

Occupational Competence

1. Workplace basics assessment will not be available to be used statewide until 1993-94. 1992-93 will be an expanded pilot year. This should assist in norming and establishing standard. The cohort for this measure should be limited to seniors in preparation level course, which should include cooperative education and key course enrollees.
2. The measures of occupational competence and related, applied academics will not be phased in until 1993-94. Piloting will occur in some areas in 1992-92 and 1993-94.
3. A separate standard will be identified for each of the measures of workplace basics, related applied academics, and technical skills.

187ccknt

Spec Pops Report — June 3 - New info - 5-23-93

Proposed Measures and Implementation Years for Sex Equity, Single Parent/Displaced Homemakers, Consumer and Homemaking, CBO and Corrections (Federal)

Measures/ Performance Areas	1992-93	1993- 94	1994-95
Academic Achievment	X		
1. Reading	X		
2. Mathematics	X		
Occupational Competence			
3. Occupational Core Competencies			
- Workplace Skills		X	
- Applied Academics			
- Technical Skills			
Educational Attainment			
4. High School Graduation Rate/GED Completion	X		
5. Program/Course Completion	X		
6. Postsecondary Continuation		X	
7. Referrals To Educational/Job Training Programs [1]	X		
Employment [2]			
8. Employment		X	
9. Employment Retention		X	
10. Economic Self-Sufficiency			
- Welfare	X		
- Corrections	X		

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[1] These program measures are recognized as process outcomes integral to these special populations' programs.

[2] Special corrections projects will focus on these goals only.

Measures/ Performance Areas	**1992-93**	**1993- 94**	**1994-95**
Economic Competitiveness			
11. Productivity		**State Studies**	
12. Quality of Goods and Services		**State Studies**	
13. Training Costs		**State Studies**	
Access and Equity [2]			
14. Participation Rate	X		
15. Support Service Provision [1]	X		
16. Referrals to Social Service Agenices [1]	X		

[illegible]

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[2] Special corrections projects will focus on these goals only.

TECH PREP

21. OBJECTIVE

Develop performance standards for grade 14 completers.

PROCEDURES

Establish performance standards for the 14th grades of all Technical Preparation programs of study.

PERSONS RESPONSIBLE

Post-Secondary Vocational and Academic Instructors

DUE DATE

May, 1992

EVALUATION

Advisory Board and appropriate university personnel will evaluate the performance standards for newly developed Technical Preparation programs for grade fourteen completers.

ABSTRACT

21. OBJECTIVE

Description of Activities

1.A.1 On October 9, 10, 11 the TECH PREP Director attended the Third National Conference on Competency-Based Testing and Performance Standards for Vocational-Technician Education, in Asheville, North Carolina. This Conference was a very intense conference covering all aspects of competency-based testing. This conference was organized and extremely educational on what all is going on in the United States on Performance Standards for Vocational Technical Education. The Resources provided will be utilized throughout all TECH PREP planning of Performance Standards. This conference was much like attending graduate courses at a University. These sessions were most beneficial to me and I would recommend all TECH PREP Directors attend if it is continued. The three inch notebook with information about each session, presenters and content is invaluable.

1.A.2 The TECH PREP Director will work with the TECHNOLOGY Chairperson to determine performance standards for grade 14 completers. Rend Lake College Administrators have just completed making many changes in the Technology curriculum to meet the needs of Business and Industry. On-going

1.A.3 Rend Lake College has agreed to pilot test performance standards with the TECH PREP sites at the high school levels as they become available from the Illinois State Board of Education for Electronics.

1.A.4 ICCB has just announced, that Illinois has agreed to guaranteed the Community College Skills of a graduating student to Business and Industry. This is a very positive action for the survival of the TECH PREP initiatives. As this gets into place, the holistic approach to TECH PREP will begin to take shape. The TECH PREP Director and President of Rend Lake College have met and discussed these issues. Very positive commitments have been made for the articulation of courses with the Community College and agreements with the Universities but it is a very slow process.

1.A.5 See Objective 20 Abstract and Attachments for more comments concerning Performance Standards and Measures. Our Electronic and Principles of Technology Teachers are waiting for further instructions from the TECH PREP Director; who in turn is waiting for further instructions from DAVTE to pilot test Electonics performance standards.

The Third
National Conference on Competency-Based Testing
and Performance Standards for Vocational-Technical Education
October 9 - 11, 1991 / Asheville, North Carolina

Conference Update

Schedule

Wednesday, October 9

8:30 am	Opening Session Welcome *Cliff Belcher, North Carolina* Conference Overview *Brenda Hattaway, V-TECS* "Setting the Stage" *Ron McCage, V-TECS*
10:00 am	Break
10:15 am	Panel: "Performance Standards: Answers to Frequently Asked Questions"
Panelists:	*Marion Asche, Virginia Tech* *Gary Hoachlander, NCRVE/Berkeley*
Moderator:	*B. June Schmidt, NCRVE/Virginia Tech*
11:30 am	Concurrent Sessions
12:30 pm	Lunch (on your own)
1:30 pm	Vendor Introductions
1:45 pm	Panel: "Performance Standards and Measures at the State and local Level"
Panelists:	*Don Brannon, North Carolina* *Charles Hopkins, Oklahoma* *Tom Sommer, Georgia*
Moderator:	*Ron McCage, V-TECS*
3:15 pm	Break
4:00 pm	Keynote Address *Betsy Brand, Assistant Secretary, Vocational & Adult Education, U.S. Department of Education*
4:45 pm	Break
5:00 pm	Vendor Carousel Reception
7:30 pm	Adjourn for the day

Thursday, October 10

8:30 am	Concurrent Sessions
12:30 pm	Group Lunch
2:00 pm	Concurrent Sessions
5:00 pm	Adjourn for the day

Friday, October 11

8:30 am	Concurrent Sessions
12:30 pm	Lunch (on your own)
1:30 pm	Concurrent Sessions
4:00 pm	Adjourn

Registration Schedule

Tuesday, October 8	5:30 - 7:00 pm
Wednesday, October 9	7:30 - 1:00 pm

Concurrent Sessions Highlights

Public Relations and Testing Programs
Julie Anderson, South Carolina

Vocational Assessment in Florida - Test Item Management System and Vocational Test Item Banks
Michael Brawer, Florida

Key Questions for a Large Scale Competency-Based Testing System
Richard Erickson, University of Missouri

Consumer Rights Information in Postsecondary Vocational Education
Joseph Haenn, David Stevens & Becky Hayward, Research and Evaluation Associates, Inc.

Blueprinting: Ensuring Test Content Validity
Vincent Hall, Western Carolina University

Written versus Performance Testing
Bill Kersten, ASE

Conducting an In-Depth Task Analysis
Brenda Hattaway, V-TECS

Conducting a Field Test
Barbara Hinton, University of Arkansas

Writing Multiple-Choice Items
John Horton, Kentucky

Writing Higher Order Items for Machine Scorable Classroom Tests
Richard Leuba, North Carolina State University

Identifying and Validating Task Lists for Competency Based Testing Materials and Performance Standard Development
Charles Losh, Arizona

Computer Adaptive Testing
Art Slater, U.S. Navy

Competency Based Programs for Special Populations
Carolyn Maddy-Bernstein, University of Illinois

Multimedia and Performance Testing
Robert Ives, IBM Business Partner

A Demonstration of the New Data System: V-TECS Direct
Ron McCage & Brenda Hattaway, V-TECS

Assessing Readability in Preparation for Competency Evaluation
Fred Reneau, Illinois

Competency Testing in Vocational Programs for the Application and Transfer of Basic Skills
B. June Schmidt, NCRVE / Virginia Tech

Establishing Passing Scores
Thomas W. Sommer, Georgia / Augusta Tech
Thomas R. Renckly, U. S. Air Force

New Vocational-Technical Education & Training in Britain — Competency Based, Industry Led
Mike Bees, TED Consultants, England/France

Evaluating Software Systems
Margaret Bingham, North Carolina

Development of an Integrated System of Authentic Student Performance Standards, Learning Activities, and Assessment Tasks and Exemplars
Norm Constantine & Sri Ananda, Far West Lab

Performance Testing
Meg Murphy, North Carolina

Implementing CBVE in the Classroom: From Milk Crates to Computers
Wayne Sapp, Consultant & Former Instructor

Several other sessions are scheduled--don't miss any of the exciting activities. For additional information, call Robyn Marshall or Brenda Hattaway at (800) 248-7701 or (404) 329-6539.

Year Two Expectations
5 a, c, d

3. ABSTRACT

TITLE: FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM: TECH PREP IMPLEMENTATION PLANNING AND COLLABORATION PROJECT, YEAR THREE

CO-PRINCIPAL INVESTIGATORS: Harold Hood, Assistant Regional Superintendent, Betty Musgrave, TECH PREP Director
AGENCY: Franklin County Regional Vocational Delivery System
LOCATION: 202 W. Main, Benton, IL 62812

OBJECTIVES: By June 30, 1993, implement the second year of a Model Sequential Course of Study for training Industrial Technicians; implement two newly developed Sequential Models for training Business Managers and Engineer Technicians; plan Sequential Courses of Study for training Medical Records Technicians, Respiratory Therapists, Nurses (R.N.), and Radiology Technicians; continue the Collaboration process by Correlating newly developed Applied Academics with State Goals for Learning, Local Objectives and Assessments; continue the development of Applied Assessments and pilot those applied items; begin the process of entering performance standards and essential employability skills into the Test Scoring Center data bank; develop individualized prescriptive Applied Academics for remediation.

1. By July 1 1992 project staff will be hired; advisory committee will be expanded. (OBJ 1)
2. By July 1992 Director, with assistance, will develop guidelines for summer Coop Educ. Program. (OBJ 2)
3. By July 1992 Director will orientate new TECH PREP site district Administrators. (OBJ 3)
*4. By July/Aug 1992 TECH PREP students from class enrollments will be correlated with their local achievement scores for baseline data. (OBJ 4)
5. By Sept 1992 counselors will review recruitment, registration, record keeping, transfer and employment placement procedures. (OBJ 5)
6. By Aug 1992 TECH PREP sites will implement Courses of Study for Business Management and Engineer Technology. (OBJ 6)
7. By Aug 1992 Director, with assistance, will purchase and inventory instructional materials and equipment. (OBJ 7)
8. By Aug 1992 Director will confer with JTPA and other tutor programs to develop Applied Academic staff development plan for tutors. (OBJ 8)
*9. By Sept 1992 Test Scoring Computer Specialist will design and develop a *TECH PREP Course of Study Record Form.* (OBJ 9)
*10. By Sept 1992 Collaboration Executive Committee will meet with counselors to gather input on the *TECH PREP Course of Study Record Form.* (OBJ 10)
*11. By Sept 1992 Director and Test Scoring Coord. will orientate new TECH PREP site Administrators on Coll. Models. (OBJ 11)
12. By Dec 1992 Planning and Development Committee will develop model Courses of Study for training Medical Records Technicians, Respiratory Therapists, Nurses (R.N.), and Radiology Technicians. (OBJ 12)
*13. By Dec 1992 selected English, math and science instructors will develop applied local assessment activities to reflect Applied Academics skills in speaking, writing, listening, math, and science. (OBJ 13)
14. By Dec 1992 Director will increase involvement of counselors in procedures for registering and promoting. (OBJ 14)
15. By Mar 1993 health instructors will identify and prioritize equipment and instructional resources needed. (OBJ 15)
16. By April 1993 Director will facilitate articulation meetings for secondary, Community College and University. (OBJ 16)
17. By May 1993 TECH PREP students from exemplary programs will be asked to demonstrate activities to business/industry advisory members. (OBJ 17)
*18. By June 1993 Collaboration Executive Committee will refine the Model plan for evaluating student competency standards. (OBJ 18)
19. By June 1993 instructors will determine all levels of competencies needed in computers for all TECH PREP Courses of Study (OBJ 19)
20. By Feb 1993 Director will actively encourage increased participation of private sector. (OBJ 20)
21. By Dec 1992 have contractual agreements with "Criteria to be a TECH PREP Site signed." (OBJ 21)
22. By Jan 1993 draft a Certificate of Completion and Requirements for Attainment for TECH PREP Training level courses. (OBJ 22)
23. By Dec 1992 clearly communicate to students, employers, and the public available TECH PREP Courses of Study. (OBJ 22)
24. By Oct 1992 Director will facilitate a TECH PREP Health Occupations Advisory Committee meeting to determine occupational, essential employability skills and work-based learning needs. (OBJ 24)
*25. By Feb 1993 the Director and Computer Specialist will facilitate the piloting of applied local assessment activities. (OBJ 25)
*26 By June 1993 the Director will facilitate a meeting with consultants and instructors to correlate newly developed units of Applied Biology/Chemistry and Applied Mathematics II with state and local objectives. (OBJ 26)
*27 By June 1993 Collaboration Executive Committee will facilitate scoring, reporting, and tracking TECH PREP student screening, program impact evaluation, and school improvement; prescriptive software will be utilized to program test scores from specific standardized or local assessment tests that will link prescribed Applied Academic activities/modules for at-risk TECH PREP students. (OBJ 27)
*28 By June 1993 Electronics instructors will pilot test identified Electronics performance standards. Performance standards will be entered into the testing system for occupational competency testing. (OBJ 28)
*29 By June 1993 Collaboration Executive Committee will develop marketing products promoting correlation process of State Goals for Learning, Local Objectives and Applied Academics; identification of the TECH PREP student, drafts of models for individualized prescriptive Applied Academics for at-risk TECH PREP remediation assignments. (OBJ 29)
*30 By June 1993 Collaboration Executive Committee will develop a plan to merge secondary TECH PREP student data for baseline data to the Community College. (OBJ 30)
31. By June 1993 Director, with assistance, will continually develop and/or pilot standards as they are identified. (OBJ 31)
32. By May 1993 Director with assistance will develop and promote plans for the Academic Staff and Industry Practicum. (OBJ 32)

EXPECTED CONTRIBUTION OR POTENTIAL IMPACT ON VOCATIONAL AND TECHNICAL EDUCATION: The curriculum plans will serve as a Sequential nine through sixteen Courses of Study that can be applied to other training areas to better educate students. State Goals, local objectives, assessments and newly developed Applied Academics will be correlated; a Model for measuring students' performance will be implemented; a Model for prescriptive individualized Applied Academics remediation plan for at-risk TECH PREP students will be developed; a Model performance standards and essential employability skills plan will be developed for occupational competency testing.

PRODUCT(S) TO BE DELIVERED: Two copies of progress reports will be filed quarterly. By July 15, ten copies of the final report and brochures of Health Occupations Courses of Study will be delivered. Signed articulation agreements, Business and Industry Advisory panelists' script, and summaries of occupational and essential employability skills with accompanying video; brochures of correlation Model used to compare local learning objectives with Applied Academics, and Model for identifying a TECH PREP student and Model plan for individualized prescriptive Applied Academic remediation plan for at-risk TECH PREP students.

BEST COPY AVAILABLE

22. OBJECTIVE

Develop a clearly defined internship and/or cooperative work based learning component for all Technical Preparation programs.

PROCEDURES

Meet with advisory committee members with the charge of discussing how an internship and/or cooperative work based learning components could be developed with their business and industries.

PERSONS RESPONSIBLE

Project Director
Advisory Committee

DUE DATE

December, 1991

EVALUATION

Advisory Board, appropriate community college and university personnel will evaluate the plan for work-based learning components for all Technical Preparation programs.

ABSTRACT

22. OBJECTIVE

Description of Activities

1.A.1 On June 19, 1991 a meeting was held with advisory members representing business and industry for the purpose of discussing and brainstorming work experience alternatives for TECH PREP students in the Industrial Technician Course of Study. The Advisory Member representing NASCOTE Industries, Mary Ann Mode, had agreed to chair this committee to facilitate the work experience aspect of our Course of Study. Much to our loss and support for TECH PREP, Mary Ann Mode was killed in an automobile accident within the last few months. Work experience for high school students has been a very difficult part of our Course of Study. Everyone acknowledges that it should be a part but getting a committment from Business and Industry has been a very slow process. Some of the many factors that remain to be obstacles are: age of the student, high percentage rate of unemployment in our counties, union policies, insurance and safety for the students in the plants. Our efforts will remain On-going.

1.A.2 Mt. Vernon High School Drafting/CAD Instructor, Larry Manker has approved the TECH PREP Director to share his workbased learning component for his TECH PREP Drafting/CAD Program. Within the framework of his class, senior students are placed in local offices for short periods of time, allowing students to observe, work, and learn in a real office. The daily amount of time spent in an office during "Spring Experience" is in lieu of the regular two and one-half hour vocational drafting class period. Cooperating engineers and architects are not required to pay the students and any extra effort on the part of cooperating professionals is considered a bonus factor. This workbased learning experience has been taking place in Mr. Manker's Drafting /CAD classes since 1969. We are very appreciative of his outstanding efforts and will be promoting this as one method of getting workbased learning into the classrooms of our TECH PREP Course of Studies. Mr. Manker will be asked to address other TECH PREP Instructors to explain his workbased program to them.

1.A.3 May 1992 TECH PREP proposal included an objective to develop a summer TECH PREP Cooperative Educational class for credit. If funds could be obtained through TECH PREP, a summer COOP Coordinator could be hired to teach the related class and oversee the entire TECH PREP site visits and placements of all TECH PREP into related jobs to their TECH PREP Course of Study. This summer Coop class would generate credit for the home schools and workbased learning for the students. This would be the KEY to WorkBased Learning in Southern Illinois.

1.A.4 Since adequate funding was not included in the TECH PREP grant funded for FY 92-93 for the development of a Summer TECH PREP Coop Program and hiring of a Coop Coordinator, **it is of highest priority for funding from the newly appropriated Illinois TECH PREP funds. With the increased graduation requirements, and the rigorous increase of Applied Academics in the TECH PREP Course of Studies, an optional TECH PREP Summer Cooperative Education Course for Credit between their Junior and Senior year seems most appropriate for attaining workbased learning into TECH PREP.**

1.A.5 Illinois Department of Employment Security Program and Planning Bureau, Economic Information and Analysis printouts are included to emphasize the unemployment ranging from 12% to 20% in Hamilton, Jefferson, Franklin and Perry Counties. Employers are unable to commit to taking our TECH PREP students when so many workers have been laid off from their jobs. See Attachments

1.A.6 If the billion dollar Energy Park becomes a reality in Franklin County, we will have made contacts to secure employer committments for our TECH PREP Students. The TECH PREP Director has met with Harry Melvin, the founder of the Energy Park Plan, to explain TECH PREP and the future possibilities it could have with our TECH PREP programs.

1.A.7 In the Mt. Vernon area, a Discount Mall has been announced for 100 stores to begin development this year. This too will enable opportunities for TECH PREP Course of Studies to have workbased learning experiences. This especially will be utilized for the TECH PREP Course of Study for training Business Managers.

1.A.8 As TECH PREP establishes confidence with employers, the TECH PREP Director is observing changes in attitudes of local employers to become involved with the schools again. If an employer has had a bad experience with a school or Coop. student, it is difficult to get them to try again. If a TECH PREP Coop is made possible, Advisory Board members would be asked to serve as advisors to that program as well as the TECH PREP Course of Study. This has a great deal of potential for future placement of our TECH PREP students.

1.A.9 Rend Lake College Year-End Reports Co-op helps 142 students. This will be an additional workbased learning option for our TECH PREP students after they have 12 college credit hours completed.

YEAR-END REPORT:

Co-op helps 142 students

Cooperative Education at Rend Lake College remains a strength of many program offerings and continues to grow at a steady rate, according to figures compiled in a year-end report for 1991-92.

The following statistics represent some of the benefits gained from this three-way relationship between the college, students and employers:

- **142** students took advantage of Cooperative Education opportunities during the 1991-92 academic year.
- **15** different majors were represented by students working in jobs related to their fields of study.
- **$183,363** in wages were earned by Co-op students, a meaningful source of financial assistance which enabled many recipients to continue their education.
- **122** employers in and out of the RLC district participated.

Along with Co-op and Job Placement staff, faculty members Terry Clark, Ed Heischmidt, Maurice Kirsch, Doug Leeck, Tim March and Dave Scott served as coordinators for this program.

They performed various tasks, including development of co-op job openings through employer contacts, locating and screening students for the positions, assisting student candidates with résumé and interviewing preparation, scheduling interviews and making visits to the worksite.

Larry Marker
Mt Vernon H.S
Drafting/CAD Class
Worksite learning
experience program

DRAFTING "SPRING EXPERIENCE" A BIG PLUS

"What is it like working in a real office?" This question and the apprehension it fosters becomes a very deep concern to young men and women training for careers in drafting and related occupations. The drafting classroom of the Area Secondary Vocational Center, Mt. Vernon, Illinois, simulates, as nearly as possible, the actual conditions of an industrial drafting room. With the exception of certain characteristics of a classroom remaining for instructional purposes, the atmosphere is almost "real", but, complete realism can never be achieved in the minds of the students.

Realizing this, Mr. Marker, Drafting Instructor, began in 1969 placing senior students in local offices for short periods of time, allowing students to observe, work, and learn in a real office. The daily amount of time spent in an office during "Spring Experience" is in lieu of the regular two and one-half hour vocational drafting class period.

Cooperating engineers and architects are not required to pay the students and any extra effort on the part of cooperating professionals is considered a bonus factor.

Without exception special attention is given to the students, making their experinee more worthwhile than ever imagined. The experience is not always one-sided in services rendered; however, and more often than not, the student's work proves to be useful.

An added bonus is realized when occasionally a studwnt receives a part-time or full-time job offer as a result of the "Spring Experience."

Students, returning from their "Spring Experience" assignment, are encouraged to continue in their chosen career, and in some instances, are encouraged to raise their professional goals to a higher level.

Occasionally, a student returns discouraged in his choice, and makes a decision not to pursue drafting any further. This outcome is also considered a plus for the "Spring Experience." If such students did not experience the "real" drafting office, they might continue through two or more years of skill developing education and additional expenditures only to find they are not suited to working in a drafting office. Certainly, high school level drafting is the best time and place to make the "go-no-go" decision about a life's work in drafting or drafting related occupations. If a student decides not to pursue drafting beyond high school, he still has any number of post-secondary career developing programs to select from and the technical skills already developed in drafting will probably enhance his performance in any other career choice.

Obviously, "Spring Experience" is a program which will be continued. With the support and enthusiasm of the cooperating architects and engineers, it will remain the most rewarding experience in the drafting curriculum of the Area Secondary Vocational Center. Mr. Manker and the students express their appreciation to all those cooperating to make this year's program another success.

FOR
STUDENT-LEARNERS

STUDENT ______________________ FIRM ______________________

JOB SPONSOR ______________________ POSITION ______________ DATE ____________

The purpose of this rating sheet is fourfold: To help the trainee to know his weaknesses and improve himself; to aid the coordinator in meeting the needs of the individual student; to enable the coordinator to fill out the student's progress report; and to allow the employer to know the exact status of his employees so that he may help the trainee become more of an asset to the business.

INSTRUCTIONS: Please check the column that best applies in both of the sections that follow. It is recommended that the supervisor discuss the points that apply to the trainee.

Traits	Definitely Exceptional	Above Average	Average	Below Average	Poor	No Chance To Observe
Appearance						
Promptness						
Cooperation						
Sincerity & Dependability						
Interest & Attitude						
Courtesy & Tact						
Self-confidence						
Attendance						
Others:						

What traits of the trainee need improvement: ______________________

Work Habits & Abilities	Definitely Exceptional	Above Average	Average	Below Average	Poor	No Chance To Observe
Speed & amount of work						
Accuracy						
Follows directions						

PLEASE CHECK THE GRADE OF WORK WHICH YOU FEEL THIS TRAINEE HAS DONE ON THE JOB.

Definitely Exceptional ______________ Above Average ____________ Average ____________

Below Average ______________ Poor or Unsatisfactory (Please comment) ______________________

What work habits or abilities of the trainee need improvement? ______________________

In what respects has the student shown definite improvement? ______________________

Confidential remarks and additional comments: (Use reverse side if necessary)

MONTHLY PRESS RELEASE

ILLINOIS DEPARTMENT OF EMPLOYMENT SECURITY,
PROGRAM AND PLANNING BUREAU,
ECONOMIC INFORMATION AND ANALYSIS

June 26, 1992

County	May 1992	April 1992	May 1991	Comments
Clay	8.7%	9.2%	6.8%	Unemployment gradually declined this spring in south central Illinois. Employment advances in retail trade and professional services coupled with sporadic construction activity developments reduced the number of jobless.
Crawford	10.0%	9.4%	9.3%	
Effingham	9.2%	9.9%	6.9%	
Fayette	11.6%	11.8%	8.3%	
Jasper	6.3%	6.4%	4.7%	
✓ Jefferson	12.0%	11.6%	9.1%	Improvements in labor force conditions stalled in May 1992. Moderate employment gains in construction, wholesale trade, and retail trade were counteracted by a stagnant manufacturing industrial sector.
Marion	11.7%	11.4%	9.6%	
Washington	7.1%	7.5%	7.5%	
Wayne	10.7%	11.4%	9.7%	
Edwards	8.0%	8.9%	7.5%	Stable labor market conditions prevailed in mid-spring 1992. Although increased construction and retail trade activity was reported, job opportunities are very limited. Unemployment remains at a higher rate than one year ago in this four county area.
Lawrence	10.6%	10.0%	8.9%	
Richland	7.8%	7.8%	6.1%	
Wabash	12.7%	12.4%	12.6%	
Illinois	7.8%	7.9%	5.9%	
U.S.	7.2%	7.1%	6.6%	

Current month data is preliminary.
All data is not seasonally adjusted and based on place of residence.

Dennis Hoffman 224 North Elm Street, P.O. Box 827 Centralia, Illinois 62801 (618)532-9244

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IDES
ILLINOIS
DEPARTMENT OF
EMPLOYMENT
SECURITY

MONTHLY PRESS RELEASE

ILLINOIS DEPARTMENT OF EMPLOYMENT SECURITY,
PROGRAM AND PLANNINING BUREAU,
ECONOMIC INFORMATION AND ANALYSIS

TO:NEWS MEDIA/OTHERS:JUNE 26,1992
SUBJECT:UNEMPLOYMENT RATES FOR RELEASE UPON RECIEPT.
NOTE:CALL 618-252-0078 FOR COMMENTS AND/OR ADDITIONAL STATISTICS

FROM: CHARLES M.(MIKE) VESSELL
LABOR MARKET ECONOMIST
PARKER PLAZA
HARRISBURG,IL. 62946

COUNTY	MAY 92	APR 92	MAY 91
ALEXANDER	14.8	14.6	13.9
PULASKI	17.3	14.8	13.9
MASSAC	13.0	11.7	8.7
UNION	12.0	12.6	9.4
JOHNSON	11.1	11.5	10.3
PO[illegible]	13.0	12.8	9.9
HARDIN	8.0	7.2	5.6
GALLATIN	13.8	13.8	8.7
WHITE	10.1	10.0	8.0
HAMILTON ✓	19.5	20.7	15.5
SALINE	11.7	10.3	7.9
WILLIAMSON	10.4	10.4	7.5
FRANKILN ✓	13.5	13.7	10.2
JACKSON	8.8	8.2	5.8
PERRY ✓	20.6	20.4	15.1
RANDOLPH	13.5	11.2	8.6
ILLINOIS	7.8	7.9	5.9
U.S	7.2	7.1	6.6

COMMENTS

UNEMPLOYMENT EXHIBITED A MIXED PATTERN FROM APRIL TO MAY FOR DEEP SOUTHERN ILLINOIS. 10 OF THE 16 SOUTHERNMOST COUNTYS HAD SMALL INCREASES, FOUR HAD DECLINES IN UNEMPLOYMENT AND TWO HAD NO CHANGE AT ALL.

EMPLOYMENT WAS UP SLIGHTLY ACROSS THE REGION AS WE TRANSITION INTO SPRING.

IDENTIFIABLE INDUSTRY SECTORS GENERATING MOST OF THE INCREASE IN UNEMPLOYMENT WERE;MANUFACTURING(RANDOLPH),TRANSPORTATION(MASSAC) PROFESSIONAL SERVICES(PULASKI) AND STATE GOVERNMENT(JACKSON).

TOP 10 COUNTIES IN ILLINOIS
(HIGHEST UNEMPLOYMENT IS # 1)

#1	PERRY	20.6
#2	HAMILTON	19.5
#3	PULASKI	17.3
#4	CALHOUN	15.2
#5	ALEXANDER	14.8
#6	GALLATIN	13.8
#7	RANDOLPH	13.5
#8	FRANKLIN	13.5
#9	MASSAC & POPE	13.0
#10	WABASH	12.7

NO[illegible]:CURRENT MONTH IS PRELIMINARY

ALL DATA IS NOT SEASONALY ADJUSTED

1122

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Edgar to sign energy park legislation

By DEL REA
Special to the MDR

The proposed billion dollar Franklin County energy park will become one step closer to reality when Gov. Jim Edgar signs legislation benefitting the plan at 1:30 p.m. tomorrow at the Rend Lake Golf Course Restaurant, according to a city official notified of the plans Friday.

The legislation will allow Franklin County to establish a tax increment financing district to help pay for infrastructure improvements that will be needed for the project. Now, only municipalities can establish TIF districts.

Although Edgar is scheduled to hold a press conference, no details are expected from the developers of the project until a possible ground breaking sometime this summer. After a short meeting with the project backers the governor is expected to fly back to Springfield.

Legislation to create the TIF district, which was introduced by Sen. Ralph Dunn, R-DuQuoin, and Sen. Richard Luft, D-Pekin, sailed through the Senate on a 55-0 vote Wednesday.

The House swept the bill through on a 108-4 vote. Representatives Larry Woolard, D-Carterville, and Don Saltsman, D-Peoria, sponsored the House bill.

According to area legislators Edgar was reported to have had several aides "watching over" the legislation as it progressed through the General Assembly. The governor was first made aware of the project last year during the campaign and has been studying it ever since.

The proposed energy park has sparked flames of enthusiasm in a region in desperate need of a boost in its job opportunities. The full-blown plan would include a coal-fueled energy production plant, an ethanol manufacturing facility, an aqua-culture (fish farm) facility, as well as ancillary projects. Estimates of the number of jobs that would be created (over the next 10 years) have ranged from 1,000 to 4,000.

In addition to the jobs created, including an estimated 700 construction jobs, the fuel plant would reportedly have 'dedicated' coal mines in this region, from which they would buy their coal. Also, the ethanol production facility would make for a marked increase in corn sales, and would reportedly make for increased prices of corn. Southern Illinois farmers would reap dividends from the sales and increased prices.

See PARK, page two

Park

Continued from page one

The principal players in the proposed project range from local land owners to an East Coast utility company to an American subsidiary of a Japanese bank.

As the project comes closer to becoming a reality, various public officials seem to be "jumping on the bandwagon" and claiming the project, but all sources indicate that Marion developer Harry Melvin has spearheaded the idea from its inception. Constellation Energy, a subsidiary of Baltimore Gas & Electric, and Midwest Independent Power, owned by Melvin, joined together to form M.C. Energy. That entity optioned the 6,000 acres of land involved in the proposed TIF district.

Also reportedly involved in the project is the Bank of Tokyo. The Japanese banking institution is reported to be the primary financial backer for the project.

Karl Schewe, owner of approximately 4,000 of the 6,000 acres in question, said that he was told last Wednesday that investors planned to exercise the option as soon as this Friday. Schewe said he did not believe that the financial angle of the project would allow the sale to happen that soon.

The Franklin County location was one of three sites in Illinois investigated by the developers. A second site was also in the Southern Illinois coal fields and the third was in central Illinois. The project has reportedly been in the works for nearly five years.

35¢ PER COPY BENTON, ILLINOIS — MONDAY, MAY 6, 1991 VOL

Edgar to sign legislation

By Danny Malkovich
News Director

Illinois Gov. Jim Edgar will be in the Benton-area Tuesday afternoon to sign legislation that is geared to pave the way for the proposed Franklin County Energy Park.

Edgar is tentatively scheduled to ink the legislation between 1:30 and 2 p.m. Tuesday, at the Rend Lake Golf Course Restaurant.

The new law, adopted last week by the Illinois Legislature, that will allow Franklin County to create a special Tax Increment Financing District. Property owners would have real estate taxes rebated. That money would instead be used to repay bonds that would be sold to buy land and pay for infrastructure improvements.

Representatives of several businesses that have been linked in news reports to the energy park, are also scheduled to be in attendance at the signing ceremony. Among those to be on hand, sources indicated, include representatives from Masstock Inc., an Ireland-based, dairy operation, Constellation Energy, the Baltimore-based subsidiary of Baltimore Gas and Electric, BOT Financial, a Boston-based subsidiary of the Bank of Toyko, and Crown Oil, among others. State and local officials are also scheduled to be in attendance.

According to a source who has been close to the planning since the outset, the TIF legislation, while important to the overall project, is just the first step of many needed to be taken before the park becomes a reality.

Developers have optioned 6,000 acres of land between Benton and West Frankfort. According to Karl Schewe, who owns over 4,000 of the land under option, developers are now in the process of extending the options for an addition two months.

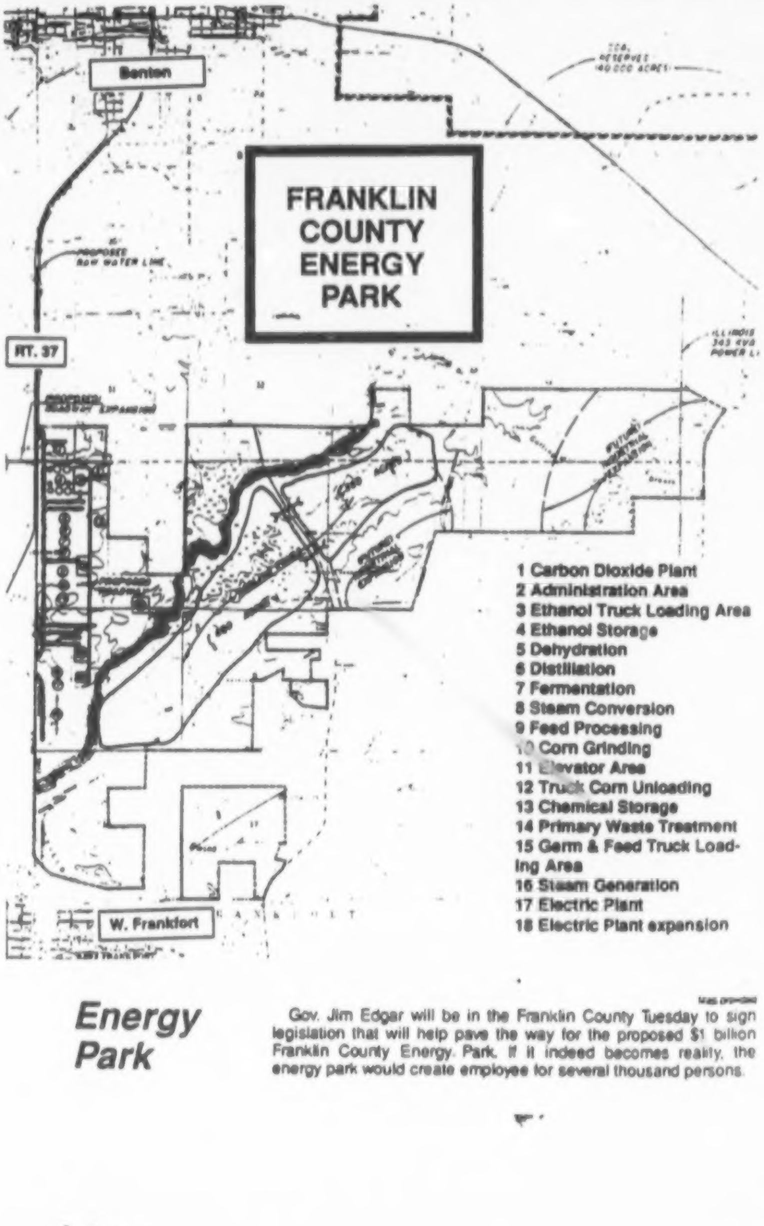
Schewe said that he has been told that the extentions will be ready for execution later this week.

According to reports, the energy park, which would include a power generating plant, ethanol production facility, dairy operation and carbon dioxide plant among other operations, would employ thousands of persons when in full operation.

Present plans call for the power plant to include one generating unit at the start. Up to seven more units could be added later on. Excess power would be sold to east coast utilities.

News reports have indicated that the ethanol production facility rests with another change in Illinois law. That change would give tax breaks that would encourage production.

The dairy operation would see distiller's grain not used in the production of ethanol fed a herd of dairy cattle that would number in the thousands. Grain would also be used to feed wintering ducks and geese who would use two large power plant cooling lakes.


Benton
FRANKLIN COUNTY ENERGY PARK
RT. 37
W. Frankfort
1 Carbon Dioxide Plant
2 Administration Area
3 Ethanol Truck Loading Area
4 Ethanol Storage
5 Dehydration
6 Distillation
7 Fermentation
8 Steam Conversion
9 Feed Processing
10 Corn Grinding
11 Elevator Area
12 Truck Corn Unloading
13 Chemical Storage
14 Primary Waste Treatment
15 Germ & Feed Truck Loading Area
16 Steam Generation
17 Electric Plant
18 Electric Plant expansion

Map provided

Energy Park

Gov. Jim Edgar will be in the Franklin County Tuesday to sign legislation that will help pave the way for the proposed $1 billion Franklin County Energy Park. If it indeed becomes reality, the energy park would create employee for several thousand persons.

TECH PREP

23. OBJECTIVE

Establish the role of the private sector, including incentives employers will commit for each Technical Preparation program.

PROCEDURES

Meet to discuss how business and industry will commit to each Technical Preparation program.

PERSONS RESPONSIBLE

Project Director

DUE DATE

November, 1991

EVALUATION

The External Evaluator and Advisory Board will evaluate employers' incentives for Technical Preparation programs.

ABSTRACT

23 . OBJECTIVE

Description of Activities

1.A.1 The role of the private sector, including incentives employers will commit for each Technical Preparation program will be developed after the Advisory Meetings. Ongoing

1.A.2 For each TECH PREP Course of Study, TECH PREP Advisors were chosen and selected members were asked to serve on panels respective their expertise:

> "What does Business and Industry Expect of an Industial Technician?"
> "What does Business and Industry Expect of an Engineer Technician?"
> "What does Business and Industry Expect of a Business Manager?"

From these panelists and others from the Advisory Committee not on the panel, a script and video was made, reproduced and given to each TECH PREP Site Superintendent to be used in their schools. A summary of each of the panel sessions, was made by the TECH PREP Director of lists of occupational skills and supportive Essential Employability Skills needed for each of the above listed occupations.

1.A.3 From these summary lists of Occupation Skills and Essential Employability Skills, the TECH PREP Program Planning and Development Committee with coordinating Skill Level secondary and post-secondary instructors from the Community College and SIU, met many times to select courses to reflect the occupational skills and supportive employability skills identified by the Advisory Committee.

1.A.4 After each Course of Study has been drafted, the Business Advisors are asked to look at the draft of the Course of Study for any possible comments and/or revisions before printing of brochures.

1.A.5 Advisors will be asked to approve performance standards and performance measures.

1.A.6 Advisors will be asked to serve on TECH PREP Cooperative Education development plans.

1.A.7 Advisors will be asked to serve on placement committees of TECH PREP students.

1.A.8 Advisors will be asked to serve on followup studies of TECH PREP students as employees.

1.A.9 Advisors will be asked to serve as TECH PREP program reviewers and evaluators.

1.A.10 See the revised FY '91-92 TECH PREP Advisory Board Activities Attachment.

1.A.11 The items: 1.A.5; 1.A.6; 1.A.8; and 1.A.9 are new items that will be recommended by the TECH PREP Director to be added to the TECH PREP Advisory Board for FY '93-94 activities.

1.A.12 On May 14, 1992, the Industrial Technician Panelists and selected Advisors, and TECH PREP Supts., were invited to attend West Frankfort High School Principles of Technology and Electronics Students Demonstrations within their PT Lab. Please note attachments for invitation letters, Agenda, attendance sheets, and a "How you and your Business May Help the TECH PREP Initiatives Form" that was given to all Industrial Technician Advisors. (We did not receive any of the forms back from the business and industries) This meeting was very upbeat and those in attendance were very impresssed with the student demonstrations. Students were very outgoing in asking the employers to consider them when hiring. The CEO from Moriah Boats has committed for the funding of a scholarship when Benton (his hometown) comes on as a TECH PREP site in "93. This type of meeting with student demonstrations for our TECH PREP Advisors was so successful we plan to promote this each spring with each exemplary TECH PREP program site for Advisory Members. This meeting was held at 7:30 A.M. and everyone stood up for an hour and half and everyone still said it was an outstanding meeting. See newspaper attachment about this meeting.

TECH PREP ADVISORY BOARD

ACTIVITIES

1. Be organized with **representatives from Business, Labor, Job Service, Regional Delivery Systems, Community College, and Universities.**

2. Provide input to **develop an instrument to determine the employer's expectation of prospective employees at specific exit points in the Technical Preparation Program.** This information gathered with the instrument shall provide the basis for development of the TECH PREP Program.

3. Meet with instructors from the Regional Delivery Systems, Community College, and Universities **to identify a task list**

4. Will give input to the project staff and staff of the targeted schools to **design a program to train instructors in the implementation of the TECH PREP progam**

5. Recommend to project staff . a comprehensive **plan for employment placement and Baccalaurete transfer of TECH PREP graduates.**

BEST COPY AVAILABLE

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

TECH PREP

serving
Franklin County Regional Delivery System
Rend Lake Area Regional Delivery System and
Rend Lake College

Dear TECH PREP Industrial Technician Advisor:

It has been some time since you have heard from us but believe me, TECH PREP is very much alive and doing very well! We have been busy with the tasks you gave to us in last years planning for training for an Industial Technician. We are very proud of some acccomplishments we have made and would like to invite you to an 'Early Bird' Principles of Technology and Electronics TECH PREP Demonstrations by the students in these classes taught by Pat Sipes at West Frankfort High School, at 7:30 A.M. - 9:00 A.M. in the Principles of Technology Lab.

We would like for you see what you have been a part of planning, critique, and hopefully give us other ideas to pursue for improving and expanding the program. Our TECH PREP program has been highlighted through the Lieutenant Governor's Illinois Rural Affairs Council. Pat's classes were chosen for the video taping to be included in part of the live satellite interactive program on Channel 44. He has also just come back from the State Capitol where he was invited to bring his students for a demonstration. This is an exciting time in education! We are very proud to be a part of it and are extremely pleased that you are also a part in this change taking place in education.

We want to thank you again for your participation in TECH PREP already, and hope you will come and see the TECH PREP Principles of Technology and Electronics demonstrations by students, hear TECH PREP Updates and challenges for next year with TECH PREP.

Thursday, May 14, 1992
7:30 A.M. - 9:00 A.M.
West Frankfort High School
Prin. of Tech. Lab
601 E. Main
West Frankfort, IL

Coffee and donuts will be served

RSVP: (618) 438-9711: Betty Musgrave, TECH PREP Director
c/o Barry Kohl, Reg. Supt., 202 W. Main
Benton, IL 62812

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

TECH PREP

TO: Mark Kern, President Rend Lake College
Carroll Turner, Vocational Dean, Rend Lake College
Harold Finn, Industrial Department Chair

Barry Kohl, Regional Supt. for Franklin County
Harold Hood, Ass't Regional Supt. for Franklin County
Joe Wilkerson, System Director, Franklin County Regional Delivery System
George Connor, Supt., Zeigler/Royalton High School, TECH PREP Site
Dr. Ron Davis, Supt., West Frankfort High School, TECH PREP Site

Dr. P. E. Cross, Regional Supt. for Hamilton/Jefferson Counties
Dr. Pat Garrett, Supt. Mt. Vernon High School, TECH PREP Site
Dr. Earl Jeffers, System Director, Rend Lake Area Regional Delivery System
Don Sutton, Supt., Wayne City High School, TECH PREP Site

and any other interested persons are welcome

FROM: Betty Musgrave, TECH PREP Director

DATE: MAY 7, 1992

SUBJECT: TECH PREP "INDUSTRIAL TECHNICIAN ADVISORY MEETING
Thursday, May 14, 1992
7:30 A.M. - 9:00 A.M.
West Frankfort High School
Principles of Technology Lab

We are now coming to a close of the first year of implementation of the TECH PREP training for Industrial Technicians. We have invited the Industrial Technician Advisory Board to come to West Frankfort High School for demonstrations by Pat Sipes' Principles of Technology and Electronics students. This will be a time to observe classes that have been highlighted by the Lieutenant Governor's Illinois Rural Affairs Council. Pat has just returned from the State Capitol where he was asked to bring his students to demonstrate activities from their classes. We hope you will take time to join our Business and Industry Advisory members. I am enclosing a copy of the letter that was sent to our TECH PREP Industrial Technicians Advisory Members.

Please call me at 438-9711 if you can attend this meeting.

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

TECH PREP

INDUSTRIAL TECHNICIAN ADVISORY COMMITTEE MEETING

MAY 14, 1992

7:30 A.M. - 9:00 A.M.

WEST FRANKFORT HIGH SCHOOL
PRINCIPLES OF TECHNOLOGY LAB

AGENDA

WELCOME	Barry Kohl, Reg. Supt. Harold Hood, Ass't Supt.
INTRODUCTIONS and Welcome	Betty Musgrave, Tech Prep Director
TECH PREP PRINCIPLES OF TECHNOLOGY & ELECTRONICS HIGHLIGHTS	Pat Sipes, Instructor
TECH PREP PRINCIPLES OF TECHNOLOGY & ELECTRONICS DEMONSTRATIONS:	West Frankfort High School Students
APPLIED MATH I & II Pilot Site Instructor	Dick Stritzel
DIRECTOR OF COUNSELING	Chuck Smith
IDENTIFICATION OF TECH PREP STUDENTS	Charles Ielase
HOW THE ACADEMIC INSTRUCTOR PRACTICUM HAS BEEN USED IN MY CLASSROOM	Susan Wall
THE CHALLENGE OF INTEGRATING, APPLIED BIOLOGY/CHEMISTRY	Gary Warren
DRAFT COPIES OF NEXT YEARS COURSES OF STUDY FOR THE BUSINESS MANAGER AND ENGINEER TECHNICIAN	Betty
NEXT YEAR'S TECH PREP NEWCOMERS:	
BUSINESS MANAGER COURSE OF STUDY;	Alice Hrovaitch
ENGINEER TECHNICIAN, CAD DRAFTING	Dan Fiorori

TECH PREP YEAR TWO EXPECTATIONS

HOW YOU AND YOUR BUSINESS CAN HELP THE TECH PREP INITIATIVES AGAIN

QUESTIONS & ANSWERS

THANK YOU FOR COMING!
WE APPRECIATE YOUR SUPPORT FOR TECH PREP!

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

TECH PREP

INDUSTRIAL TECHNICIAN ADVISORY COMMITTEE MEETING

MAY 14, 1992
7:30 A.M. - 9:00 A.M.

WEST FRANKFORT HIGH SCHOOL
PRINCIPLES OF TECHNOLOGY LAB

ATTENDANCE SHEET

NAME	BUSINESS / ORGANIZATION	POSITION
John Simmons	W. Frankfort, City	Mayor
Pat Garrett	Mt. Vernon Twp H. S.	Supt.
[illegible]	J A Logan College	Non Trad. Coord.
Dan Fiori	FCHS	INSTR.
Dick Strutzel	FCHS	Math
[illegible]	FCHS.	Guidance
Susan Hall	FCHS	Communications
Don Arrowsmith	Zeigler Coal	Manager of Tech. Services
Zina Nolen - [illegible]	Zeigler	Dislocated Worker Coord.
Carroll Turner	Rend Lake College	Dean.
Chuck Smith	FCHS	Counselor
Gary Butson	SIUC/TECH	Chair, Dept of Tech
David Harrison	General Tire	Head Planner
Charles Moorer	" "	Trng. Mgr.

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

TECH PREP

INDUSTRIAL TECHNICIAN ADVISORY
COMMITTEE MEETING
MAY 14, 1992
7:30 A.M. - 9:00 A.M.

WEST FRANKFORT HIGH SCHOOL
PRINCIPLES OF TECHNOLOGY LAB

ATTENDANCE SHEET

NAME	BUSINESS / ORGANIZATION	POSITION
Ron Davis	Dist 168	Supt.
Gary Warren		
Ji Fulks	MARIAH BOATS, INC.	PRES
JOHNNY PATTERSON	SIUC	DIRECTOR
Bobby Hicks	SIUC	Student
Alice Hrovatich	WFHS, District #168	Instructor
Del Rea	Progress	Editor

HOW YOU AND YOUR BUSINESS MAY HELP THE TECH PREP INITIATIVES

PREPARE A WORLD-CLASS WORKFORCE

HELP ESTABLISH INDUSTRY-BASED PERFORMANCE STANDARDS AND MEASURES

- ☐ Identify industry-based performance standards that students must be be able to meet
- ☐ Assist schools to determine various levels of performance standards used in the workplace
- ☐ Assist in developing a post-secondary completion credential that communicates a student's competence to potential employers

PROVIDE WORK EXPERIENCES AND EMPLOYMENT FOR STUDENTS AND EDUCATORS

- ☐ Provide scholarships for TECH PREP students
- ☐ Hire summer TECH PREP Coop students
- ☐ Offer internships to TECH PREP students
- ☐ Allow teacher internships to update their on-the-job work experiences
- ☐ Provide tours of your business to students

Other

____

____

____

OUR FIRM MAY BE ABLE TO:

- ☐ Make donations of Supplies/Equipment
- ☐ Assist in employment placement of TECH PREP graduates with Associate Degree and/or Baccalaureate Degree
- ☐ Be a corporate sponsor
- ☐ Other

____

____

____

TECH PREP

INDUSTRIAL TECHNICIAN

COMPANY: ________________________

Address: ________________________

City ________________________

State __________ Zip ______

Contact Person ________________________

Phone ________________________

Return to:

Betty Musgrave, TECH PREP Dir.
c/o Barry Kohl, Reg. Supt.
202 W. Main
Benton, IL 62812

RV 5

Joint education/business and industry program

TechPrep: Good start, continued support needed

By Del Rea
Editor

After a first year filled with 'learning the ropes,' those involved in the Tech Prep program are happy with the preliminary results; excited about the future; and perhaps a bit concerned about proper financing of efforts to enhance and further the program.

Representatives from Industry and Education gathered at Frankfort Community High School last week for a year-ending report on the area's Tech Prep efforts.

Prior to the adults' presentations, FCHS students involved in that school's Tech Prep courses demonstrated some of the technical projects they had worked on this year, including a robotics project.

Teachers who have been involved in Tech Prep courses relayed to the industry leaders some of the results of this year's efforts. Teachers also spoke of the need to increase some aspects of the program and the need of continued assistance and support from the private sector.

Betty Musgrave, Prep Tech Area Director, reviewed the program's goals and reported on the progress made toward achieving the goals. She gleefully announced the 50 per cent increase in federal funding for the upcoming year.

Mrs. Musgrave appealed to the business people on hand for continued cooperation and vowed the program would prove beneficial to both education and business and industry.

Tech Prep, which is projected to join student course work from eighth grade through the community college level, has been designed to prepare students for the increasingly high-tech working world. The program is aimed not just at vocational, but professional aspects of business and industry.

TECH PREP

24. OBJECTIVE

Develop a work plan with time lines for regularly scheduled advisory meetings.

PROCEDURES

Develop a work plan with the advisory committee of appropriate times for regularly scheduled meetings and goals.

PERSONS RESPONSIBLE

Project Director

DUE DATE

August, 1991

EVALUATION

Evaluate the time lines for regularly scheduled meetings.

ABSTRACT

24. OBJECTIVE

Description of Activities

1.A.1 A work plan for the Advisory Committee members was as follows:

January 21, 1992	What Business and Industry Expects of a Business Manager Identified Occupational and Essential Employability Skills	Completed
February 6, 1992	What Business and Industry Expects of a Engineer Technician Identified Occupational and Essential Employability Skills	Completed
May 14, 1992	What Business and Industry Expects of an Industrial Technician Followup Demonstration and Observation of TECH PREP Program, West Frankfort High School	Completed
Summer '92	Followup by mail to the Advisors of TECH PREP Courses of Study for the Business Manager and Engineer Technician and send drafts of these brochures-- to be completed by Aug.	August
Fall '92	Compare proposed ISBE occupational performance standards and measures for Electronics with local Advisors performance standards and measures	When available
Spring '93	Followup with Bus. Manager and Eng. Tech. Advisors to observe exemplary TECH PREP sites for student demonstrations	Spring

TECH PREP

25. OBJECTIVE

Develop technical preparation implementation contractual agreements that require signatures by the college president, board of control chairperson, superintendents and principals of participating high schools.

PROCEDURES

Develop Technical Preparation Implementation Contractual Agreements that must be signed by the college president, board of control chairperson, superintendents and the principals of participating high schools.

PERSONS RESPONSIBLE

Project Director

DUE DATE

December, 1991

EVALUATION

Evaluate the Technical Preparation Preparation Implementation Contractual Agreements.

ABSTRACT

25. OBJECTIVE

Description of Activities

1.A.1 The Criteria for being a TECH PREP site has been developed and Superintendents have been asked to sign if they are to be a TECH PREP site for implementing the Course of Study for Training Industrial Technicians.

1.A.2 On September 25, 1991 a meeting for Wayne City High School Administrators, Rend Lake College Vocational Dean and TECH PREP Director was held for the purpose of discussing and drafting an articulation agreement for Applied Mathematics I and II and Rend Lake College TECH Math. After Business and Industry have correlated the identified mathematics competencies, and revisions have been made through all committees, the draft will be revised and appropriate signatures will be sought. **See Attachments**

1.A.3 Additional Articulation agreements and TECH PREP site agreements will be prepared for signatures by the college president, board of control chairperson, superintendents and principals of participating high schools as articulation develops and Courses of Study are developed. On-going

TECH PREP

serving
Franklin County Regional Delivery System
Rend Lake Area Regional Delivery System
REND LAKE COLLEGE

CRITERIA TO BE A TECH PREP SITE

The school and/or AVC in order to be considered to be a TECH PREP Site will agree to:

1. Offer or make available for students stand-a-lone applied academic classes and/or integrate applied academics; such as, Applied Mathematics, Applied communication, Principles of Technology I, Principles of Technology I and Applied Biology/Chemistry as the units are made available.

2. Utilize a committee approach, academic and vocational teachers meet to compare and integrate local learner objectives with respect to applied academics and the Illinois State Goals for Learning.

3. Follow-up to the committee meetings, review local assessment instruments and analyze for inclusion of applied academics test items in the curriculum areas of mathematics, science and communications.

4. Develop a local or regional strategic plan and implement by FY 1993 to identify students that meet the determined criteria for a TECH PREP program (Course of Study). This plan will be on file with the TECH PREP Director for the purpose of final reporting to the State Board of Education.

5. Review annual assessments of district goals to determine baseline data of TECH PREP Students for followup studies to be utilized with the School Improvement Plan.

6. Annually review and require Lesson Plans that show the inclusion of applied academics into the curriculum.

7. Allow applied academic instructors and appropriate vocational teachers to have joint planning periods for the purpose of articulating the theory and lab content of the curriculum.

8. Support and allow instructors to attend staff development workshops required for TECH PREP initiatives.

9. Support the needs assessment of vocational teachers and academic teachers for staff development needed for computer usage.

10. Support and abide by the Objectives of the TECH PREP Grant, ***ISBE TECH PREP EXPECTATIONS of planning year and ISBE TECH PREP Year Two EXPECTATIONS. (SEE ATTACHMENTS)**

11. Withstand an annual TECH PREP audit on the above list.

* **NEW 1992 Revisions**

TECH PREP

serving

Franklin County Regional Delivery System
Rend Lake Area Regional Delivery System
REND LAKE COLLEGE

CRITERIA TO BE A TECH PREP SITE

The **TECH PREP EXECUTIVE COMMITTEE** has the right to withdraw TECH PREP privieges, equipment, and curriculum to any school or AVC that is not complying by the Objectives of the TECH PREP Program. Resources, curriculum, and equipment will be distributed to other TECH PREP sites as determined by the TECH PREP EXECUTIVE Committee.

REND LAKE COLLEGE

President

Date

REND LAKE AREA REGIONAL DELIVERY SYSTEM FOR VOCATIONAL EDUCATION

Board of Control Chair Date

School

Superintendent Date

Principal Date

FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM

Board of Control Chair Date

School

Superintendent Date

Principal Date

APPENDIX E.1

TECH PREP

serving
Franklin County Regional Delivery System
Rend Lake Area Regional Delivery System
REND LAKE COLLEGE

CRITERIA TO BE A TECH PREP SITE

The school and/or AVC in order to be considered to be a TECH PREP Site will agree to:

1. Offer or make available for students stand-a-lone applied academic classes and/or integrate applied academics; such as, Applied Mathematics, Applied communication, Principles of Technology I, Principles of Technology I and Applied Biology/Chemistry as the units are made available.

2. Utilize a committee approach, academic and vocational teachers meet to compare and integrate local learner objectives with respect to applied academics and the Illinois State Goals for Learning.

3. Follow-up to the committee meetings, review local assessment instruments and analyze for inclusion of applied academics test items in the curriculum areas of mathematics, science and communications.

4. Develop a local or regional strategic plan and implement by FY 1993 to identify students that meet the determined criteria for a TECH PREP program (Course of Study). This plan will be on file with the TECH PREP Director for the purpose of final reporting to the State Board of Education.

5. Review annual assessments of district goals to determine baseline data of TECH PREP Students for followup studies to be utilized with the School Improvement Plan.

6. Annually review and require Lesson Plans that show the inclusion of applied academics into the curriculum.

7. Allow applied academic instructors and appropriate vocational teachers to have joint planning periods for the purpose of articulating the theory and lab content of the curriculum.

8. Support and allow instructors to attend staff development workshops required for TECH PREP initiatives.

9. Support the needs assessment of vocational teachers and academic teachers for staff development needed for computer usage.

10. Support and abide by the Objectives of the TECH PREP Grant, ***ISBE TECH PREP EXPECTATIONS of planning year and ISBE TECH PREP Year Two EXPECTATIONS. (SEE ATTACHMENTS)**

11. Withstand an annual TECH PREP audit on the above list.

*** NEW 1992 Revisions**

TECH PREP

serving

Franklin County Regional Delivery System
Rend Lake Area Regional Delivery System
REND LAKE COLLEGE

CRITERIA TO BE A TECH PREP SITE

The **TECH PREP EXECUTIVE COMMITTEE** has the right to withdraw TECH PREP privieges, equipment, and curriculum to any school or AVC that is not complying by the Objectives of the TECH PREP Program. Resources, curriculm, and equipment will be distributed to other TECH PREP sites as determined by the TECH PREP EXECUTIVE Committee.

REND LAKE COLLEGE

Mark S. Kern
President

5/28/92
Date

REND LAKE AREA REGIONAL DELIVERY SYSTEM FOR VOCATIONAL EDUCATION

Board of Control Chair Date

School

Superintendent Date

Principal Date

FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM

Barry Kohl
Board of Control Chair Date

Benton High School
School

Superintendent Date

Principal Date

TECH PREP

serving

Franklin County Regional Delivery System
Rend Lake Area Regional Delivery System
REND LAKE COLLEGE

CRITERIA TO BE A TECH PREP SITE

The **TECH PREP EXECUTIVE COMMITTEE** has the right to withdraw TECH PREP privieges, equipment, and curriculum to any school or AVC that is not complying by the Objectives of the TECH PREP Program. Resources, curriculm, and equipment will be distributed to other TECH PREP sites as determined by the TECH PREP EXECUTIVE Committee.

REND LAKE COLLEGE

Mark S. Zorn
President

5/28/92
Date

REND LAKE AREA REGIONAL DELIVERY SYSTEM FOR VOCATIONAL EDUCATION

P. E. Cross 5/20/92
Board of Control Chair Date

MT. VERNON TWP. HIGH SCHOOL
School

Pat Garrett 5/20/92
Superintendent Date

Jim Shipplet 5/20/92
Principal Date

FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM

Board of Control Chair Date

School

Superintendent Date

Principal Date

TECH PREP

serving

Franklin County Regional Delivery System
Rend Lake Area Regional Delivery System
REND LAKE COLLEGE

CRITERIA TO BE A TECH PREP SITE

The **TECH PREP EXECUTIVE COMMITTEE** has the right to withdraw TECH PREP privileges, equipment, and curriculum to any school or AVC that is not complying by the Objectives of the TECH PREP Program. Resources, curriculum, and equipment will be distributed to other TECH PREP sites as determined by the TECH PREP EXECUTIVE Committee.

REND LAKE COLLEGE

Mark S. Kern
President

5/28/92
Date

REND LAKE AREA REGIONAL DELIVERY SYSTEM FOR VOCATIONAL EDUCATION

P. E. Cross 5/28/92
Board of Control Chair Date

Wayne City Unit 100 School
School

Donald L. Sutton 5-26-92
Superintendent Date

5-26-92
Principal Date

FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM

Board of Control Chair Date

School

Superintendent Date

Principal Date

TECH PREP

serving

Franklin County Regional Delivery System
Rend Lake Area Regional Delivery System
REND LAKE COLLEGE

CRITERIA TO BE A TECH PREP SITE

The **TECH PREP EXECUTIVE COMMITTEE** has the right to withdraw TECH PREP privieges, equipment, and curriculum to any school or AVC that is not complying by the Objectives of the TECH PREP Program. Resources, curriculm, and equipment will be distributed to other TECH PREP sites as determined by the TECH PREP EXECUTIVE Committee.

REND LAKE COLLEGE

Mark A. Kern
President

5/28/92
Date

REND LAKE AREA REGIONAL DELIVERY SYSTEM FOR VOCATIONAL EDUCATION

Board of Control Chair Date

School

Superintendent Date

Principal Date

FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM

Barry Kohl
Board of Control Chair Date

Sesser-Valier
School

Barry Kohl
Superintendent Date

Principal Date

TECH PREP

serving

Franklin County Regional Delivery System
Rend Lake Area Regional Delivery System
REND LAKE COLLEGE

CRITERIA TO BE A TECH PREP SITE

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REND LAKE COLLEGE

President ____________________

Date ____________________

REND LAKE AREA REGIONAL DELIVERY SYSTEM FOR VOCATIONAL EDUCATION

Board of Control Chair ____________ Date ____________

School ____________________

Superintendent ____________ Date ____________

Principal ____________ Date ____________

FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM

Barry Kohl
Board of Control Chair Date

Sesser-Valier
School

Barry Kohl
Superintendent Date

5-22-92
Principal Date

TECH PREP

serving

Franklin County Regional Delivery System
Rend Lake Area Regional Delivery System
REND LAKE COLLEGE

CRITERIA TO BE A TECH PREP SITE

The **TECH PREP EXECUTIVE COMMITTEE** has the right to withdraw TECH PREP privieges, equipment, and curriculum to any school or AVC that is not complying by the Objectives of the TECH PREP Program. Resources, curriculm, and equipment will be distributed to other TECH PREP sites as determined by the TECH PREP EXECUTIVE Committee.

REND LAKE COLLEGE

Mark S. [illegible]
President

5/[illegible]/92
Date

REND LAKE AREA REGIONAL DELIVERY SYSTEM FOR VOCATIONAL EDUCATION

P. E. Cross 5/22/92
Board of Control Chair Date

Wayne City Unit 100 School
School

Donald L. Sutton 5-26-92
Superintendent Date

5-26-92
Principal Date

FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM

Board of Control Chair Date

School

Superintendent Date

Principal Date

BEST COPY AVAILABLE

TECH PREP

serving

Franklin County Regional Delivery System
Rend Lake Area Regional Delivery System
REND LAKE COLLEGE

CRITERIA TO BE A TECH PREP SITE

The **TECH PREP EXECUTIVE COMMITTEE** has the right to withdraw TECH PREP privieges, equipment, and curriculum to any school or AVC that is not complying by the Objectives of the TECH PREP Program. Resources, curriculm, and equipment will be distributed to other TECH PREP sites as determined by the TECH PREP EXECUTIVE Committee.

REND LAKE COLLEGE

Mark S Kern
President

5/28/92
Date

REND LAKE AREA REGIONAL DELIVERY SYSTEM FOR VOCATIONAL EDUCATION

Board of Control Chair Date

Wayne City Unit 100 School
School

Donald L. Sutton 5-26-92
Superintendent Date

Larry Beck 5-26-92
Principal Date

FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM

Board of Control Chair Date

School

Superintendent Date

Principal Date

TECH PREP

serving

Franklin County Regional Delivery System
Rend Lake Area Regional Delivery System
REND LAKE COLLEGE

CRITERIA TO BE A TECH PREP SITE

The **TECH PREP EXECUTIVE COMMITTEE** has the right to withdraw TECH PREP privileges, equipment, and curriculum to any school or AVC that is not complying by the Objectives of the TECH PREP Program. Resources, curriculm, and equipment will be distributed to other TECH PREP sites as determined by the TECH PREP EXECUTIVE Committee.

REND LAKE COLLEGE

President

Date

REND LAKE AREA REGIONAL DELIVERY SYSTEM FOR VOCATIONAL EDUCATION

Board of Control Chair Date

School

3-28-92
Superintendent Date

Principal Date

FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM

Board of Control Chair Date

School

Superintendent Date

Principal Date

APPENDIX E.9

TECH PREP

serving

Franklin County Regional Delivery System
Rend Lake Area Regional Delivery System
REND LAKE COLLEGE

CRITERIA TO BE A TECH PREP SITE

The **TECH PREP EXECUTIVE COMMITTEE** has the right to withdraw TECH PREP privieges, equipment, and curriculum to any school or AVC that is not complying by the Objectives of the TECH PREP Program. Resources, curriculm, and equipment will be distributed to other TECH PREP sites as determined by the TECH PREP EXECUTIVE Committee.

REND LAKE COLLEGE

President

5/28/92
Date

FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM

Barry Kone
Board of Control Chair Date

West Frankfort High School
School

5-27-92
Superintendent Date

5-28-92
Principal Date

REND LAKE AREA REGIONAL DELIVERY SYSTEM FOR VOCATIONAL EDUCATION

Board of Control Chair Date

School

Superintendent Date

Principal Date

TECH PREP

serving

Franklin County Regional Delivery System
Rend Lake Area Regional Delivery System
REND LAKE COLLEGE

CRITERIA TO BE A TECH PREP SITE

The **TECH PREP EXECUTIVE COMMITTEE** has the right to withdraw TECH PREP privieges, equipment, and curriculum to any school or AVC that is not complying by the Objectives of the TECH PREP Program. Resources, curriculm, and equipment will be distributed to other TECH PREP sites as determined by the TECH PREP EXECUTIVE Committee.

REND LAKE COLLEGE

Mark S. Kern
President

5/28/92
Date

FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM

Barry Kohl
Board of Control Chair Date

Zeigler - Royalton Unit 188
School

George Conner 5/22/92
Superintendent Date

George Conner 5/22/92
Principal Date

REND LAKE AREA REGIONAL DELIVERY SYSTEM FOR VOCATIONAL EDUCATION

Board of Control Chair Date

School

Superintendent Date

Principal Date

26. OBJECTIVE

Develop a plan for program expansion Technical Preparation opportunities for all students in the Regional Delivery System/College District.

PROCEDURES

Develop program expansion plans for Technical Preparation opportunities for all students.

PERSONS RESPONSIBLE

Project Director

DUE DATE

December, 1991

EVALUATION

Evaluate plans to expand the program for Technical Preparation opportunities for all students in the Regional Delivery System/College District.

ABSTRACT

26. OBJECTIVE

Description of Activities

1.A.1 Meetings for the Rend Lake Area Regional Delivery System Board of Control and Franklin County Regional Delivery System Board of Control have taken place for reviewing expanding the enrollment for offering the opportunity to all students in Rend Lake College's District to participate in the TECH PREP programs. **See Objective 18 Attachments for Agendas, Attendance sheets and comments.**

1.A.2 Professionally printed brochures announcing the TECH PREP Course of Study for Training Industrial Technicians will be delivered by January 1 for all schools to mail to their feeder schools announcing the TECH PREP program.

1.A.3 As a recommendation from the Mini Collaboration Grant Executive Committee, the Franklin County Test Scoring Center (pending administrators approval) will also market TECH PREP by adding a statement on the bottom of each Students' Narrative Test Scoring Report about TECH PREP opportunities.

TECH PREP

27. OBJECTIVE

Develop and coordinate with both regional delivery systems and Educational Service Centers 17 and 18 a written in-service plan, with time lines, to address the staff development needs of academic and vocational teachers and administrators of Technical Preparation sites.

PROCEDURES

Develop a written in-service plan with time lines to address the staff development needs.

PERSONS RESPONSIBLE

Project Director
Regional Delivery System Directors
Educational Service Centers

DUE DATE

July, 1991

EVALUATION

Evaluate the coordination of staff development needs and in-service activities.

ABSTRACT

27. OBJECTIVE

Description of Activities

1.A.1 The TECH PREP Director has worked with ESC#18 to coordinate a workshop for Cooperative Learning for September 20 and October 17, 1991. Both TECH PREP sites in Franklin County sent their TECH PREP Team and/or representative to attend this workshop. West Frankfort High School sent their instructors for Applied Communications (English teacher), Principles of Technology, Mathematics and Physics; Zeigler/Royalton sent a representative for their TECH PREP team, a Mathematics instructor. The Johnson & Johnson Cooperative Learning Model was introduced with hands-on experience in between sessions. The TECH PREP Director has asked these team players to work together to develop Lesson Plans showing integration of applied academics, cooperative learning, reading and writing across the curriculum. See Attachments

1.A.2 The TECH PREP Director is presently working with the ESR's Office for Hamilton/Jefferson Counties (ESC # 17) and the ESR's Office for Franklin County (ESC # 18) and the Community College to jointly sponsor a teleconference from the Institute for the Advancement of Urban Education at St. Peter's College, Jersey City, N.J. on writing and speaking across the curriculum, cooperative team learning, critical thinking, and computer-assisted instruction.

1.A.3 The ESC #18 has been very cooperative in allowing TECH PREP to have one of the half day Institute Days for planning with the Principles of Technology Instructors for Franklin County.

1.A.4 Further joint planning for academic and vocational teachers is currently being planned to jointly sponsor an Applied Mathematics I workshop with Dr. Leno Pedrotti for August 3 and 4.

1.A.5 June 1992 the TECH PREP Director and ESR Staff Development Personnel planned for a coordination of Staff Development for at least one of the County Institute Days that would be for both vocational and academic instructors and to give TECH PREP Updates.

1.A.6 August 1992 the TECH PREP Director plans to meet with the ESR Staff Development Personnel to request a joint planning for at least one of the County Institute Days that would be for both vocational and academic instructors and to give TECH PREP Updates.

1.A.7 See attachment of an example of where the TECH PREP Director has gone to the Rend Lake Area Regional Delivery Board of Control Meetings to promote Staff Development and to ask for their support in send ing their teachers. The TECH PREP Director also attends Franklin County Regional Superintendent's meetings to promote TECH PREP Staff Development Activities and to ask for their support in sending their teachers. Also ISBE TECH PREP videos and the Western IL Lt. Gov. Rural Affair Council videos on ILLINOIS EDUCATION: Today and Tomorrow were shared with both Regional Boards of Control to view and share with their faculty.

COOPERATIVE LEARNING INSERVICE: A Two-Day Workshop

PARTICIPANTS: Teachers, K -12 PRESENTER: Judith J. Ivarie, Ph.D.
WHERE: Benton Country Club TIMES: 9:00 am - 3:00 pm
WHEN: September 20 & October 17, 1991

PURPOSE: Teachers will develop and/or increase competencies in the use of basic Cooperative Learning Strategies in the classroom setting to facilitate BOTH the academic achievement and social skills of learners.

DAY ONE--OBJECTIVES: Participants will . . .

1. Increase comprehension of Cooperative Learning and its benefits to ALL learners.
2. Develop skills in the five Cooperative Learning strategies.
3. "Try on" basic Cooperative Learning Lessons.
4. Develop a Cooperative Learning "lesson plan" for their classroom.
5. Receive materials with additional sources of information on Cooperative Learning.

DAY TWO--OBJECTIVES: Participants will . . .

1. Report on "What Worked!" with Cooperative Learning in their classrooms.
2. Identify barriers to using Cooperative Learning in their classroom.
3. "Try on" Cooperative Learning using "Jigsawing" and "roles."
4. Identify modifications to barriers to Cooperative Learning.
5. Develop an "Action Plan" for continued implementation of Cooperative Learning.

* * * * * * * * * * * * *

1. Was the PURPOSE of today's session achieved?

NO 1 2 3 4 5 YES
Comments:

2. Was the TIME appropriate to complete the planned activities?

NO 1 2 3 4 5 YES
Comments:

3. Was this session BENEFICIAL for you?

NO 1 2 3 4 5 YES
Comments:

"ACTION PLAN" for Implementing Cooperative Learning

Name________________________ Area/Content______________________________

Address____

1. Identify 2 — 3 benefits your student will gain from your implementation of Cooperative Learning. What are the benefits to you as teacher?

2. Now that you have tried Cooperative Learning, how do you plan to implement its strategies in your class(es)? (E.g., content, frequency)

3. What is the biggest challenge you will face in implementing Cooperative Learning in your setting? How will you cope with this challenge?

4. What is your plan for establishing a support group to assure your continued growth in developing Cooperative Learning competencies?

10/16/91 COURSE REGISTRATION & CLASS LIST

Cou se Number	Course Name	Instructor
5D-921017-00	COOPERATIVE LEARNING	IVARIE JUDITH J.

	Name Soc. Sec. #	School District Position	Register Phone	PD	ATND
1.	ARINGTON CHERYL 403 78 4634	CAIRO UNIT SCHOOL DIST 1 Elementary Teacher	09/05/91 (618) 734 4102	Y	---
2.	BOROS DONNA 345-38-4530	DESOTO CONS SCHOOL DISTRICT 86 Elementary Teacher	09/16/91 (618) 867-2413	Y	---
3.	CANTRELL DEBRA S 347-46-5835	BENTON COMM CONS SCH DIST 47 Elementary Teacher	09/09/91 (618) 439-3136	Y	---
4.	CONIGLIO SHARON G 326-40-9501	MURPHYSBORO C U SCH DIST 186 Elementary Teacher	09/12/91 (618) 426-3733	Y	---
5.	DENTON SUSAN E 334-44-8013	CHRISTOPHER SCHOOL DIST 34 Elementary Teacher	09/09/91 (618) 724-2631	Y	
6.	DICUS WILLIAM E 305-46-7329	CAIRO UNIT SCHOOL DIST 1 Elementary Teacher	09/05/91 (618) 734-4102	Y	-
✓	EISENHAUER SHARON C 347-42-3019	ZEIGLER-ROYALTON C U S DIST 188 High School Teacher	09/18/91 (618) 596-5841	N	-
8.	EOVALDI KAREN A 361-38-4508	CHRISTOPHER SCHOOL DIST 34 Elementary Teacher	09/09/91 (618) 724-2631	Y	-
9.	HARTMANN M VELINA 355-48-7585	ANNA C C SCH DIST 37 Special Education Teacher	09/18/91 (618) 833-6812	Y	---
10.	HOUSE KENNETH 411-66-7379	MERIDIAN C U SCH DISTRICT 101 Elementary Teacher	09/11/91 (618) 745-6556	Y	---
11.	KITTINGER PATRICIA A 355-48-8777	ELDORADO COMM UNIT DISTRICT 4 Elementary Teacher	09/23/91 (618) 273-6394	Y	---
12.	RENDLEMAN CAROLYN 344-34-0934	CARBONDALE ELEM SCH DIST 95 Junior High Teacher	09/09/91 (618) 457-2040	Y	---
13.	SEARCY PATRICIA 353-38-9850	CARBONDALE ELEM SCH DIST 95 Junior High Teacher	09/09/91 (618) 457-2040	Y	---
14. ✓	SIPES PHILIPPE 318-36-8750	WEST FRANKFORT C U DIST 168 High School Teacher	09/18/91 (618) 937-2421	N	--- ✓
	SMITH HILDA 347-32-1047	TEACHER OUTSIDE ESC 18	09/11/91 (618) 673-2156	Y	---
16.	STANTON M JOYCE 318-36-9178	MURPHYSBORO C U SCH DIST 186 Elementary Teacher	09/12/91 (618) 684-3781	Y	---

EGYPTIAN ED. SERVICE CENTER 18

Course Number	Course Name	Instructor
SL 321017-00	COOPERATIVE LEARNING	IVARIE JUDITH J.

	Name Soc. Sec. #	School District Position	Register Phone	PD	ATND
17.	✓ STRITZEL RICHARD 352-30-1894	WEST FRANKFORT C U DIST 168 High School Teacher	09/18/91 (618) 937-2421	N	--- ✓
18.	THOMPSON JOHN W 322-42-0479	ANNA C C SCH DIST 37 Elementary Teacher	09/18/91 (618) 827-4257	Y	---
19.	WALKER MARTHA K 492-50-7740	MERIDIAN C U SCH DISTRICT 101 Junior High Teacher	09/11/91 (618) 342-6776	Y	---
20.	✓ WALL SUSAN 335-40-1772	WEST FRANKFORT C U DIST 168 Elementary Teacher	09/18/91 (618) 937-2421	N	--- ✓

11/14/91

COURSE REGISTRATION & CLASS LIST

C rse Number	Course Name	Instructor
SD-921017-00	COOPERATIVE LEARNING	IVARIE JUDITH J.

Name	Soc. Sec. #	School District	Position	Register	PD	Phone	ATND
1. ARINGTON CHERYL	403-78-4634	CAIRO UNIT SCHOOL DIST 1	Elementary Teacher	09/05/91	Y	(618) 734-4102	---
2. BOROS DONNA	345-38-4530	DESOTO CONS SCHOOL DISTRICT 86	Elementary Teacher	09/16/91	Y	(618) 867-2413	---
3. CANTRELL DEBRA S	347-46-5835	BENTON COMM CONS SCH DIST 47	Elementary Teacher	09/09/91	Y	(618) 439-3136	---
4. CONIGLIO SHARON G	326-40-9501	MURPHYSBORO C U SCH DIST 186	Elementary Teacher	09/12/91	Y	(618) 426-3733	---
5. DENTON SUSAN E	334-44-8013	CHRISTOPHER SCHOOL DIST 34	Elementary Teacher	09/09/91	Y	(618) 724-2631	---
6. DICUS WILLIAM E	305-46-7329	CAIRO UNIT SCHOOL DIST 1	Elementary Teacher	09/05/91	Y	(618) 734-4102	---
✓ EISENHAUER SHARON C	347-42-3019	ZEIGLER-ROYALTON C U S DIST 188	High School Teacher	09/18/91	N	(618) 596-5841	--- ✓
8. EOVALDI KAREN A	361-38-4508	CHRISTOPHER SCHOOL DIST 34	Elementary Teacher	09/09/91	Y	(618) 724-2631	---
9. HARTMANN M VELINA	355-48-7585	ANNA C C SCH DIST 37	Special Education Teacher	09/18/91	Y	(618) 833-6812	---
10. HOUSE KENNETH	411-66-7379	MERIDIAN C U SCH DISTRICT 101	Elementary Teacher	09/11/91	Y	(618) 745-6556	---
11. KITTINGER PATRICIA A	355-48-8777	ELDORADO COMM UNIT DISTRICT 4	Elementary Teacher	09/23/91	Y	(618) 273-6394	---
12. MULLINS SHARON K	334-44-9070	ANNA C C SCH DIST 37	Junior High Teacher	11/14/91	Y	(618) 833-6812	---
13. RENDLEMAN CAROLYN	344-34-0934	CARBONDALE ELEM SCH DIST 95	Junior High Teacher	09/09/91	Y	(618) 457-2040	---
14. SEARCY PATRICIA	353-38-9850	CARBONDALE ELEM SCH DIST 95	Junior High Teacher	09/09/91	Y	(618) 457-2040	---
15 ✓ SIPES PHILIPPE	318-36-8750	WEST FRANKFORT C U DIST 168	High School Teacher	09/18/91	N	(618) 937-2421	--- ✓
. SMITH HILDA	347-32-1047		TEACHER OUTSIDE ESC 18	09/11/91	Y	(618) 673-2156	---

EGYPTIAN ED. SERVICE CENTER 18

11/14/91 COURSE REGISTRATION & CLASS LIST

Course Number	Course Name	Instructor
SD-921017-00	COOPERATIVE LEARNING	IVARIE JUDITH J.

Name	Soc. Sec. #	School District	Position	Register	PD	Phone	ATND
17. STANTON M JOYCE	318-36-9178	MURPHYSBORO C U SCH DIST 186	Elementary Teacher	09/12/91	Y	(618) 684-3781	---
18. ✓ STRITZEL RICHARD	352-30-1894	WEST FRANKFORT C U DIST 168	High School Teacher	09/18/91	N	(618) 937-2421	--- ✓
19. THOMPSON JOHN W	322-42-0479	ANNA C C SCH DIST 37	Elementary Teacher	09/18/91	Y	(618) 827-4257	---
20. WALKER MARTHA K	492-50-7740	MERIDIAN C U SCH DISTRICT 101	Junior High Teacher	09/11/91	Y	(618) 342-6776	---
21. ✓ WALL SUSAN	335-40-1772	WEST FRANKFORT C U DIST 168	Elementary Teacher	09/18/91	N	(618) 937-2421	--- ✓

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

TECH PREP

SERVING
FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM
REND LAKE AREA REGIONAL DELIVERY SYSTEM
AND REND LAKE COLLEGE

TECH PREP UPDATES FOR: ***REND LAKE AREA REGIONAL DELIVERY SYSTEM FOR VOCATIONAL EDUCATION BOARD OF CONTROL***

DATE: **MAY 12, 1992**

TIME: **8:30 A.M.**

LOCATION: **MT. VERNON HIGH SCHOOL**
VOCATIONAL CONFERENCE ROOM

PURPOSE OF
TECH PREP UPDATE:

--To discuss TECH PREP Grant for FY '93
--To discuss Criteria to become a TECH PREP Site
_To discuss & review FY'93 Courses of Studies
_COMMITTMENT TIME FOR TECH PREP FY '93
_DISCUSS importance of JUNE 15-19 APPLIED ACADEMICS WORKSHOP

FOR MORE INFORMATION:

Call Betty Musgrave, TECH PREP Director
(618) 438-9711

TECH PREP

28. OBJECTIVE

Develop a formal plan for interdisciplinary joint planning of Technical Preparation instructors.

PROCEDURES

Work with principals, academic and vocational teachers to formalize a plan for interdisciplinary joint planning of Technical Preparation instructors, including strategies, such as scheduling common planning periods, identifying common in-service meetings, team teaching, planning joint business and industry tours, jointly planned guest speakers, correlating reading and writing across the curriculum and developing strategies for cooperative learning and team teaching.

PERSONS RESPONSIBLE

Principals
Academic and Vocational Teachers

DUE DATE

January, 1992

EVALUATION

Evaluate the formal plan for interdisciplinary planning.

ABSTRACT

28. OBJECTIVE

Description of Activities

1.A.1 The TECH PREP Director in all TECH PREP meetings has stressed the need for joint planning of TECH PREP instructors, including strategies, scheduling common planning periods, identifying common in-service meetings, team teaching, planning joint business and industry tours, jointly planned guest speakers, correlating reading and writing across the curriculum and developing strategies for cooperative learning and team teaching.

1.A.2 West Frankfort High School, a TECH PREP site, has made a change which includes a joint planning time for all instructors. This is the last period of the day which really makes it convenient for having joint meetings with instructors. Next year the same school is planning team teaching between the Physics/Science teacher and the Principles of Technology teacher and allowing science credit for Principles of Technology.

1.A.2 On September 20 and October 17, 1991 was the first Cooperative Learning Workshop that has allowed our TECH PREP teams to participants. This was a "first" experience for the presenter. She was very receptive to the ideas we shared with her about the concept of TECH PREP. She quickly adapted her presentation and our participants felt very much at ease and quickly contributed much to the workshops. This group of teachers were mostly from the elementary so the mixture added much to the workshop. Our Teams enjoyed the workshops very much. This concept of interdisciplinary joint planning is very much needed for our systems to be more time and money efficient; as well as the benefits from the different levels of instructors being together learning that cooperative learning structure is the same regardless of the age. **See Objective 27 Attachments**

1.A.3 West Frankfort High School had committed a team to attend the ISBE Team Building Workshop in Springfield for June 9 and 10. We were very sorry that enrollments did not warrant having this workshop. Our TECH PREP project plans to try again to promote the team concept this year and would like to coordinate this same type of workshop for Southern Illinois TECH PREP sites. The TECH PREP Director has tried to promote schools to send teams of teachers to our TECH PREP meetings but Supts. are very much against taking that many persons out of their school during the school day. To obtain support from the Supts. this type of training must be done either early before school begins, in a common shared prep time, after school, Saturdays or during summer months.

1.A.4 An "Orientation to team building workshop" is needed early on for our TECH PREP Project this year and would appreciate ideas from our TECH PREP Contract Administrator on the coordination and planning of such workshop.

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
BENTON, ILLINOIS 62812
Telephones: (618) 438-9711 & (618) 439-4493
FAX (618) 435-2861

- [illegible] accepted
by teachers
at Wayne City HS

- Was accepted by
West Frankfort
High School

TO: Don Sutton, Supt. Wayne City High School

FROM: Betty Musgrave, TECH PREP Director

DATE: May 1, 1992

SUBJECT: Team Building Workshop
June 10, 1992
10:00 A.M. -
Springfield Hilton

A Team Building Workshop is being held on June 10, 1992 beginning at 10:00 A.M. at the Springfield Hilton. The workshop is open to participants from TECH PREP projects only. The goal of the workshop is for "individual participants" from each site to finish the day as an "operational team." With this concept in mind, teams should be made up of 5-7 members from specific districts, schools, or community colleges. The recommended composition is:

1 Building Level Administrator
1 Counselor
1 Math (Applied Math)
1 Science (Applied Biology/Chemistry
1 English (Applied Communication)
1 Principles of Technology Teacher

The workshop will be limited to 100 participants. Registrations will be on a first come-first serve basis with **one team** per TECH PREP project.

If over-night lodging is desired, a limited block of rooms is being held at the Hilton for Tuesday, June 9 and Wednesday, June 10. You will need to call the Hilton (217)789-1530) as soon as possible.

To register, complete the attached registration form. Registration cost for the workshop, lodging, travel expenses and a $50 stipend per person will be paid by the TECH PREP project. This includes lunch and materials.

Please call me at 438-9711 by May 12, if your school will have the team representing our TECH PREP grant.

Please return the registration form to:

Betty Musgrave,
TECH PREP Director
c/o Barry Kohl, Reg. Supt.
202 W. Main
Benton, IL 62812

West Frankfort High School had Committed a team for attending this meeting; but because of low registration numbers, the session was closed.

TECH PREP

29. OBJECTIVE

Develop a plan for the Community College to integrate academic content with technical content, including an action plan for involving select academic and technical faculty in the process.

PROCEDURES

Organize a meeting with the Community College Dean and appropriate vocational and academic teachers to develop a plan which will include an action plan to involve selected academic and technical faculty in the development of the integration plan.

PERSONS RESPONSIBLE

Community College Dean
Vocational and Academic Teachers

DUE DATE

March, 1992

EVALUATION

Community College Administrators will evaluate the plan for the integration of academic content with technical content.

ABSTRACT

29. OBJECTIVE

Description of Activities

1.A.1 The TECH PREP Director has met with the Community College Dean and discussed the integration of academic content with technical content. As the changes in the curriculum for the Industrial Technology have taken place because of the needs of Business and Industry, the integration of TECH Writing is on the Agenda for a meeting soon on the campus of Rend Lake College between English and Technology teachers. The revised curriculum has also a new course for ICCB approval for Principles of Effective Speaking for addressing the need for workers to be able to communicate more effectively. The Mathematic competencies for an entering Freshman at Rend Lake College were also arrived at by bringing academic mathematic instructors together with instructors of TECH MATH to arrive at the first draft of competencies. These identified competencies are slated to become the first articulated academic course between the high schools and Rend Lake College.

1.A.2 The President of Rend Lake College, Mark Kern is very supportive of TECH PREP and has indicated a very strong support for the integration of applied academics. He encouraged the staff at Rend Lake College to attend TECH PREP Applied Academics Workshops in order to learn what TECH PREP is promoting. The Science and Math Department Chair from Rend Lake College has been very supportive of the TECH PREP initiatives. He has just attended sessions of the Applied Academics Workshop in June 15-19. The Rend Lake College Vice President (former English Chair) and Journalism instructor attended sessions of this workshop also.

1.A.3 Plans are for FY '92-93 to include identifiying competencies needed by the graduating student entering Rend Lake College in the area of English. Plans are to follow a similiar path used for the identification of the competencies needed by the graduating student in Mathematics which brought about the articulation of TECH Math at RLC and CORD's Applied Mathematics I and II. If it is successful like the identifying of math competencies, we expect to see a building of coordination between technical and English teachers at the Community College level to work together to identify these competencies; then meet and present those competencies to secondary English and vocational teachers; next, pilot test those competencies with a group of seniors; meet together again and review assessment of students' performance; ask an external evaluator to correlate those identified competencies with the ASSET test used by Rend Lake College for placement of incoming graduates; correlate those identified competencies with the Applied Communication Curricula; ask Business and Industry Advisors to review and correlate identified competencies with screening tests that are used in their hiring processes; and compare the list of competencies with Rend Lake College Freshman Level English course.

1.A.4 The Rend Lake College Vocational Dean has indicated the Community College will be sending Math teachers to the August 3-4 Applied Mathematics I Workshop with Dr. Leno Pedrotti.

TECH PREP

30. OBJECTIVE

Implement the Technical Preparation course of study for the training of Industrial Technicians.

PROCEDURES

Implement the teaching of the Technical Preparation course of study for the training of Industrial Technicians.

PERSONS RESPONSIBLE

LEA's

DUE DATE

August, 1991

EVALUATION

Project Director, with input from the Student Services Committee, Superintendents and Community College Dean, will evaluate the Model Program for training Industrial Technicians.

ABSTRACT

30. OBJECTIVE

Description of Activities

1.A.1 The TECH PREP Course of Study has been implemented in four schools:

Franklin County Regional Delivery System:
West Frankfort High School and
Zeigler/Royalton High School

Rend Lake Area Regional Delivery System for Vocational Education
Mt. Vernon High School and
Wayne City High School

1.A.2 For FY '92-93 we have increased TECH PREP sites to include:

Franklin County Regional Delivery System:
West Frankfort High School
Zeigler/Royalton High School
Benton High School
Sesser/Valier High School (New Supt.)
Thompsonville High School (New Supt.)

Rend Lake Area Regional Delivery System:
Wayne City High School
Mt. Vernon High School

Jackson/Perry Regional Delivery System
*Pinckneyville High School
***resides in Rend Lake College Dist.**

1.A.3 Franklin County Regional Supt. Barry Kohl called a meeting which was held at Pinckneyville High School with himself; Jackson/Perry Regional Supt. Don Brewer; Supt. and Principal of Pinckneyville High School; Betty Musgrave, TECH PREP Director; Jackson/Perry Interim Reg. System Director; and Assistant Reg. Supt., Harold Hood. At this meeting, TECH PREP was explained and we came away with the concensus that Franklin County Regional Delivery System TECH PREP project would include Pinckneyville High School as a participant in the FY '93 TECH PREP grant project. Pinckneyville High School was in Rend Lake College District but resided in the Jackson/Perry Regional Delivery System which was in John A. Logan's TECH PREP grant. We also have the same situation with West Frankfort High School being in Franklin County Regional Delivery System but resides in John A. Logan College District. It is being proven that we can work out barriers given some time and effort for the good of the student.

XV. TECH PREP NEWS ITEMS AND PICTURES

AUG. 26TH 1818

ILLINOIS STATE BOARD OF EDUCATION

100 North First Street • Springfield, Illinois 62777-0001

Louis Mervis
Chairman

Robert Leininger
State Superintendent

September 25, 1991

The Honorable Larry Woolard
State Representative
Williamson County Airport
Route 3, Box 351-A
Marion, Illinois 62959

Dear Representative Woolard:

On behalf of the Illinois State Board of Education, I would like to inform you that Franklin County Regional Delivery System has been awarded a grant of $120,000 to continue planning and begin implementing a Tech Prep education initiative. This grant is being supported with funds made available through the federal Carl D. Perkins Vocational and Applied Technology Act. Although these funds represent only a small percentage of the resources needed to institutionalize a school reform effort of this magnitude, we are pleased to have federal funding with which to begin this initiative. Tech Prep represents a comprehensive secondary and postsecondary approach to learning that will prepare students for both technical careers and advanced education.

Education, government, and the private sector all have a role to play in this initiative. The enclosed brochure identifies advantages for employees. If you would like additional copies or more information, please feel free to contact Fran Beauman of my staff at 217/782-4620.

We are pleased that Franklin County Regional Delivery System is involved with Tech Prep and encourage you to contact Harold Hood to learn more about this important educational reform effort.

Sincerely,

Robert Leininger

Robert Leininger
State Superintendent of Education

cc: Harold Hood

An Equal Opportunity Affirmative Action Employer

Education

MVTHS summer school classes offered

MT. VERNON — Summer school will be offered again this year at Mt. Vernon Township High School.

The summer school program was approved by the District 201 board of education during its regular monthly meeting Monday night.

No courses will be offered this year which will be in the category of gifted/talented or enrichment, due to the withdrawal of state funds.

Courses will be offered to students who demonstrate low achievement (50th percentile or below) on the SRA Test of Basic Skills, and/or who have failed a required course of instruction who are behind in credits for an on-time graduation.

Summer school will be held from June 15 through Aug. 7. The first semester will end on July 10. School will not be in session on July 3. The second semester begins on July 13.

Hours of instruction will be from 8:30 a.m. to noon for the first semester and 8:30 a.m. to 11:50 a.m. for the second semester.

There are no charges for the summer school program to parents or students who reside in District 201.

The following courses are tentatively scheduled to be offered during summer school, depending on enrollment and availibility of teachers: English I, English II, English III (third year elective), Basic Communications, Applied Communications, Civics, American History, Business Law, Fundamental Math I and II, Introductory Algebra I and II, Applied Mathematics, Life Science, Physical Science and Consumer Science.

A minimum of six students must be enrolled for a class to be taught.

Students who attend schools that participate in the Rend Lake Regional Delivery System may enroll in summer school courses. They will be accepted on a space-available basis.

HAROLD HOOD
Asst. Regional Superintendent

OFFICE HOURS: 8:00 TO 4:00

Barry Kohl
Regional Superintendent of Schools
Franklin County
202 West Main Street
Benton, Illinois 62812
Telephone: (618) 438-9711 - FAX: 435-2861

FOR IMMEDIATE RELEASE

TECH PREP

serving Franklin County Regional Delivery System, Rend Lake Area Regional Delivery System, and Rend Lake College

Betty Musgrave, TECH PREP Director

Betty

WIU News

Office of University Relations
302 Sherman Hall
Macomb, Illinois 61455
309/298-1993
Fax: 309/298-2400

FOR IMMEDIATE RELEASE
March 19, 1992

CONTACT: Max Pierson
309-298-1070

SCHOOL-BUSINESS PARTNERSHIPS/TECH PREP SUBJECT OF WIU TELECONFERENCE

MACOMB, IL -- "As we head toward the 21st century, jobs will require more technological skills," said Max Pierson, assistant professor of educational administration at Western Illinois University. Educators, community and business leaders will have the opportunity to learn about three unique educational programs that are addressing these needs through an Illinois State Board of Education/Western Illinois University teleconference to be broadcast from 6:30 to 8 p.m. Tuesday, April 21.

"The teleconference will give examples of three school districts that used their resources to address their specific needs," said Pierson, an organizer of the conference.

The first example involves a cooperative relationship among the Batavia School District, Waubonsee Community College in Sugar Grove and Chem-Waste Management Corporation, Inc. Using the Tech-Prep model, high school and community college students in the district have the opportunity to work at the Chem-Waste's research and development center with researchers from Chem Waste.

"Through this program, students have the opportunity to see scientific principles and technology used to solve real-world problems," said Pierson.

The second example involves Hardin High School in Calhoun County. Because of the lack of industry in this area, the school district did not offer advanced technology, science or mathematics courses. In a move to make this school district and its students more competitive, the high school has begun offering hands-on technical courses using the Tech-Prep model.

(more)

WIU Western Illinois University
BOARD OF GOVERNORS UNIVERS

School-Business -- add 1

"The economic viability of an area is tied to its workforce," said Pierson. "The Tech-Prep model is geared toward a systematic articulation program from high school, to community college to the university level that will ensure an educated workforce."

The third example to be discussed during the teleconference is the West Frankfort High School, a member school of Franklin County Reg. Delivery System for Voc. Edu. Rend Lake College and Southern Illinois University program. This program is a proposed articulation agreement that outlines the courses necessary for graduation. A unique aspect of the program is early identification and assessment of eligible students.

The one-way video, two-way audio teleconference, originating from WIU's Memorial Hall, will be broadcast to downlink sites throughout Illinois. (EDITORS: See list for site in your area). Sponsored by the Illinois Institute for Rural Affairs and Illinois Lt. Gov. Kustra's office, the purpose of the teleconference is to give key leaders in the community ideas for alternative educational methods that will address the changing economic realities.

For further information regarding the teleconference, contact Max Pierson, educational administration and supervision, Horrabin Hall, WIU, Macomb, IL 61455, 309-298-1070.

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Marion D[illegible]y Republican
VOLUME 78 ISSUE 228 MONDAY, APRIL 13, 1992 35¢

Southern Illinois schools:

Meeting the 'crisis in education'

By DEL REA
American News Service

Part One in a two-part series

Southern Illinois schools are in the midst of a dilemma. On one hand, there is the state's mandate "Educate our children." Along with that mandate comes the problem of keeping up with advances in the technology of today's jobs.

On the other hand, the state has decreased funding for schools; local funding has decreased (because of lowered property values and thus, lower property taxes; and the cost of educating youth — like the rest of our expenses — has continually spiraled upward.

The mandate "Educate our children" now has an added, unwritten portion: "Do it with less money even though more is needed."

The public has been hit with scary news articles claiming that America's students are not as smart as those of other industrial nations.

The public has been told that our students don't know anywhere near as much about mathematics and the sciences as students in Japan, Germany, and other foreign nations.

Then again, the public has been told that our educational system lacks the sophistry and advances of other nations.

While we're led to believe that our nation's youth is severely under-educated and that our schools are 'backward,' we also see less money available to do anything about it.

More advanced education with less financing

Are our children doomed to be imbeciles compared to the rest of the world? Are our school nothing more than a daytime depository for our children?

Not hardly.

First off, those scary articles in news magazines are misleading. As an example, the Japanese students used as a comparison are the "cream of the crop" in the Japanese educational system. The Japanese schools, like those of many European nations, do not offer a comprehensive, but generalized education such as the system America employs. A substantial number of youngster have no schooling offered to them past the age of 16.

Beyond that age, educational offerings are in extremely narrow fields — specialization.

If we looked only at the top 10 - 20 per cent of our students who are specializing in the scientific or mathematical fields, we would compare very favorably with any nation in the world.

Educators did find that some of the 'scare' reports did have an element of a needed improvement: not enough curriculum is planned to coordinate what students will need in order to become more employable upon completion of

See CRISIS, page 10

Crisis

Continued from page one

their high school and/or community college education.

Illinois educators have devised a plan to help alleviate that problem. "TechPrep," which is planned to coordinate the educational/employment training program of students from junior high school through the completion of their college education. The premise of the program is to ensure our youth receive the education and training necessary to find employment — and grow with that employment — in today's ever-changing global marketplace.

Betty Musgrave, the TechPrep coordinator for this area, simplified the plan's objective. "Preparing students to become business leaders — both in technical and managerial positions."

Although vocational education is not a new concept, the direction TechPrep takes it is different from past endeavors. Regardless of the field, just about phase of the working world is far more technology-oriented than it was just a few years ago. That technology is also constantly changing and developing.

TechPrep advisory boards consist of a combination of educators and business and industry leaders. The combination will continually strive to ensure TechPrep course keep abreast of changes.

The basic goals for the program are: Academic Achievement, Occupational Competence, Employment, Educational Attainment, and Economic Competitiveness.

TechPrep's plan is to maintain a "sequential technical preparation program" which should help increase the chances for students to be employable in technical and managerial positions.

The plan should help dispel some of the 'gloom and doom' reports about the education of America's students. Even the Japanese schools don't have a program this well-defined.

(Tomorrow: A look at some of the technology used to overcome budgetary constraints in Southern Illinois high schools.)

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Education

Tech Prep program helps ready students for work in industry

INA — A seven-member panel representing industry throughout Southern Illinois helped education stay in touch with real-life needs of employers at a recent Tech Prep Advisory Committee meeting at Rend Lake College.

Panelists expressed their expectations regarding prospective employees in the engineering technicians field and applauded the efforts of those involved in the innovative Tech Prep concept.

"I am very much amazed when I look through the paperwork ... how thorough this has been researched and the courses that you recommend for a student to follow," commented Ed Marshall, tool shop manager for General Electric in Carbondale.

"There is a lot of effort that has been done on someone's behalf to bring this out in the open, and I believe starting in high schools is very definitely the place to start in trying to train these students," Marshall added.

In addition to the 37-year G.E. veteran, the panel was comprised of Ian Broomfield, computer-aided-drafting (CAD) manager for FGM Architects Inc. of Mt. Vernon; Steve DeJournett, lead design engineer for Nutherm International, Mt. Vernon; Phillip Heins, chief engineer for A.L. Lee Corp., Mt. Vernon; Larry Lipe, owner of Lawrence A. Lipe and Associates Consulting Engineers, Benton; Rick Marlow, an architect with Watwood and Heavener in Centralia; and Kevin Phillips of the Mt. Vernon consulting engineering firm of Phillips-Roffmann Inc.

Among credentials which industrial employers seek in their technicians when hiring:

- both verbal and written communication skills, particularly in technical correspondences;
- a solid foundation in math;
- computer experience;
- organizational skills;
- problem-solving capabilities;
- adaptability and flexibility;
- good time management;
- enthusiasm for the job;
- the ability to get along with others.

Heins emphasized the importance of a solid educational background, but admitted, "I can train draftsmen how to draw and those sorts of things. But I cannot change a person's character, his attitude toward work or his personality. I think that is where schools do have a part to play, because they help promote the character and the personality."

Tech Prep is a national movement representing an educational track that integrates college preparatory course work with a rigorous technical education concentration. It is a planned sequence of courses, both academic and technical, beginning at the ninth-grade level and articulated through post-secondary experiences, according to Tech Prep Director Betty Musgrave.

It is designed to provide students with the skills and competencies necessary to meet employers' performance standards for entry-level jobs as well as for career development. Tech Prep also enables students to continue their education at the four-year college level.

The local Tech Prep grant program encompasses high schools in Franklin, Hamilton and Jefferson counties, along with Rend Lake College.

"In his book, "The Neglected Majority," Dale Parnell (retired president of the American Association of Community and Junior Colleges) refers to '42 percent of high school students, those who are not lower-level students and who are not college-prep students.' Tech Prep is aimed at that 42 percent," Musgrave said.

Fred Bruno, architectural technology instructor at Rend Lake College, served as co-facilitator of the panel discussion, along with Musgrave. In his welcome, RLC President Mark S. Kern assured the group of the college's continued support.

REND LAKE COLLEGE

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News Release

FEBRUARY 17, 1992

FOR IMMEDIATE RELEASE

Contact ➤ Bob Kelley
Director of Marketing & Public Information
REND LAKE COLLEGE • R.R. 1 • Ina, IL 62846

(618) 437-5321, Ext. 234
Toll-free (Illinois) 1-800-642-7776

Tech Prep panelists represent area industrial technicians

A seven-member panel representing industry thoughout Southern Illinois helped education stay in touch with real-life needs of employers when the technicians shared center stage recently for a Tech Prep Advisory Committee meeting at Rend Lake College.

Panelists expressed their expectations regarding prospective employees in the engineering technician field and applauded the efforts of those involved in the innovative Tech Prep concept.

"I am very much amazed when I look through the paperwork ... how thorough this has been researched and the courses that you recommend for a student to follow," commented Ed Marshall, Tool Shop Manager for General Electric in Carbondale.

"There is a lot of effort that has been done on someone's behalf to bring this out in the open, and I believe starting in the high schools is very definitely the place to start in trying to train these students," Marshall added.

In addition to the 37-year G.E. veteran, the panel was comprised of Ian Broomfield, Computer-Aided-Drafting (CAD) Manager for FGM Architects, Inc., of Mt. Vernon; Steve DeJournett, Lead Design Engineer for Nutherm International, Mt. Vernon; Phillip Heins, Chief Engineer for A.L. Lee Corporation, Mt. Vernon; Larry Lipe, owner of Lawrence A. Lipe and Associates Consulting Engineers in Benton; Rick Marlow, an architect with Watwood and Heavener in Centralia, and Kevin Phillips of the Mt. Vernon consulting engineering firm of Phillips-Roffmann, Inc.

-more- -more- -more-

Among those credentials industrial employers seek in their technicians when hiring: both verbal and written communication skills, particularly in technical correspondences; a solid foundation in math; computer experience; organizational skills; problem-solving capabilities; adaptability and flexibility; good time management; enthusiasm for the job, and the ability to get along with others.

Heins emphasized the importance of a solid educational background but admitted, "I can train draftsmen how to draw and those sorts of things. But I cannot change a person's character, his attitude towards work or his personality. I think that is where schools do have a part to play, because they help promote the character and the personality."

Tech Prep is a national movement representing an educational track that integrates college preparatory coursework with a rigorous technical education concentration. It is a planned sequence of courses, both academic and technical, beginning at the ninth-grade level and articulated through post-secondary experiences, according to Tech Prep Director Betty Musgrave.

It is designed to provide students with the skills and competencies necessary to meet employers' performance standards for entry-level jobs as well as for career advancement. Tech Prep also enables students to continue their education at the four-year college level.

The local Tech Prep grant program encompasses those high schools in Franklin, Hamilton and Jefferson counties, along with Rend Lake College. Tech Prep is a joint project of the Regional Delivery Systems for Vocational Education and the comprehensive community college. Franklin County Regional Superintendent Barry Kohl is the administrative agent for the project.

"In his book, The Neglected Majority, (retired president of the American Association of Community and Junior Colleges) Dale Parnell refers to '42% of high school students, those who are not lower-level students and who are not college-prep students.' Tech Prep is aimed at that 42%," Musgrave said.

Federal guidelines require the program to operate as a vocational agreement between secondary and post-secondary education, consisting of at least two years of each, with a common

-more- -more- -more-

core of proficiency in math, science, communication and technology which leads to an associate degree or certificate. It includes curriculum development, in-service training for teachers and counselors, equal access for all students and remediation when necessary.

The Industrial Technician curriculum is being implemented, Musgrave pointed out, "and the Tech Prep project is concerned this year with planning Business Manager and Engineering Technician curricula ... programs that will lead to competency and meet performance standards through applied academics and sequential courses of study which will lead to employment."

Tech Prep also has pilot projects at Benton and West Frankfort high schools in Applied Biology/Chemistry and Applied Mathematics II, respectively.

The goal of Tech Prep "is to raise the level of expectation in order to get more out of students," she said. "Southern Illinois is more industrialized and more global to the extent of exporting and importing products than is generally presumed."

Fred Bruno, Architectural Technology instructor at Rend Lake College, served as co-facilitator of the panel discussion, along with Musgrave. In his welcome, RLC President Mark S. Kern assured the group of the college's continued support.

Tech Prep Advisory Committee meets

Those in attendance at the Tech Prep Advisory Committee meeting were:

BENTON CONSOLIDATED HIGH SCHOOL
- Richard Cole, Counselor
- Joe Frick, Instructor

MT. VERNON TOWNSHIP HIGH SCHOOL
- Earl Jeffers, Rend Lake Area Reg. Delivery System
- Larry Manker, Instructor
- Bob Tomlin, Instructor
- Dick Walton, Instructor

THOMPSONVILLE HIGH SCHOOL
- Mark Bradley, Principal
- J.W. Groves

ZEIGLER-ROYALTON HIGH SCHOOL
- Sharon Eisenhauer
- Stuart Parks, Instructor

WEST FRANKFORT COMMUNITY HIGH SCHOOL
- Dan Fiori
- Chuck Smith
- Dick Stritzel

REND LAKE COLLEGE
- Fred Bruno, Instructor
- Sara Davenport, Director of Advising/Student Dev.
- William Dill, Instructor
- Harold Finn, Industrial Tech Dept. Chairman
- Elaine Johnson, Single-Parent
- Camille Jones, Project First Class
- Mark S. Kern, President
- Gloria Oliver, Counselor
- Jerri Ruemmler, Executive Secretary
- Carroll Turner, Vocational-Technical Ed. Dean

SOUTHERN ILLINOIS UNIVERSITY
- Dr. James Orr, Tech Prep Director / Ind. Tech
- Mark Pagano, MET Coord. / Engineering Tech
- Johnny Patterson, Minority Engineering

OTHER EDUCATORS
- Pat Burt, Building Fairness
- Harold Hood, Franklin Co. Reg. Voc. Ed. Delivery
- Betty Musgrave, Tech Prep Grant Director
- Joe Wilkerson, Franklin Co. Regional Delivery System

BUSINESS and INDUSTRY REPRESENTATIVES
- Ian Broomfield, FGM, Inc., Mt. Vernon
- Steve DeJournett, Nutherm International, Mt. Vernon
- Phillip Heins, A.L. Lee Corporation, Mt. Vernon
- Widney Hertenstein, Western Temporary Srv., Mt.V.
- Mike Lemmons, Joy Technologies, Mt. Vernon
- Larry Lipe, Lawrence A. Lipe & Associates, Benton
- Rick Marlow, Watwood and Heavener, Centralia
- Ed Marshall, General Electric, Carbondale
- Bill Moore, IBEW Local Union #702
- Jean Ondo, Illinois Farmers Union
- Kevin Phillips, Phillips-Roffmann, Inc., Mt. Vernon

TechPrep: Preparing students for business/industry worlds

By Del Rea
Editor

"Building a world-class work force." It's a terrific goal.

Where do you get the personnel? Where do you start training that work force? What curricula do you use to train that work force? How do you ensure the training meets potential employer and employee needs?

The goal and the questions are being addressed by an Illinois schools program called "TechPrep." The premise of the program is to join the educational world and the business world in creating a plan to ensure our youth receive the education and training necessary to find employment — and grow with that employment — in today's ever-changing global marketplace.

The verbalese used in introducing the plan states "A model sequential technical preparation program for training industrial technicians and development of plans for model sequential programs for training business managers and engineering technicians."

Obviously this does not mean having students make ashtrays in woodshop.

According to Betty Musgrave, TechPrep coordinator for this area, what it does mean is "preparing students to become business leaders — both in technical and managerial positions."

The idea of vocational/business education is not new. Typing classes, bookkeeping courses, automotive mechanics classes, woodshop, and other voc-ed classes were in existence long before Fonzie donned a pair of coveralls in "Happy Days." No, the idea is not new, but the directions of the education must be aimed differently.

The original types of voc-ed classes still are necessary, but they have to be changed to meet the needs of today's employers. And, along with the 'traditional' voc-ed classes, students needs to be prepared for the challenges of other employment areas. Regardless of the field, just about every phase of the working world is far more technical than it was just a few years ago. That technology is also constantly changing and developing.

TechPrep sets five basic goals for vocational/technical education students:

ACADEMIC ACHIEVEMENT: Acquire the communications skills required to meet the performance standards of an occupational field.

OCCUPATIONAL COMPETENCE: Acquire the occupational knowledge, skills and attitudes required to meet the performance standards for all aspects of an occupation field.

Panel discusses what employers seek in prospective employees

By Del Rea
Editor

In preparing students for life in the business/industry worlds, TechPrep must ensure that educators and employers come to a 'meeting of the minds' as to what kind of training is needed, and thus offered, to vocational/technical education students.

Leaders in the educational and business fields who are involved in TechPrep are hoping that conferences, such as one held Tuesday at Rend Lake College will provide that common ground.

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Cont.

Although the panelists each had requirements which were unique to their particular business or industry, two common elements threaded through what each business wanted to see in future employees — communication skills and familiarity with computers.

Hacker stated, "Future employees need a lot more speech and verbal training. If you can't communicate, you're lost in the business world."

She added, "Too many of today's young people are intimidated by technical machines which are part of the everyday business world — fax machines, word processors, computers — things that were once rare, but are now commonplace in offices everywhere."

Beckmann echoed the need. "Basic typing skills can only get you so far. There is a lot of technical use in an office today."

"Being able to communicate with others, being able to handle human relations — those things are vital to any enterprise," Davis noted. "Whether it's a memo to a fellow employee or talking to a customer on the phone, you have to be able to transmit."

Bradham commented that his company isn't seeking people with technical skills as mush as it desired those who have communications skills. "I include in this the ability to interact with others in varying situations," he said. "You also need some psychology, some sociology, and a sense of ethics. We can train people in the technical aspects, but they have to have the communication and social skills already."

Kunkel spoke of a need for "more understanding of how businesses operate."

"I think too few people have any basic knowledge of what makes a business run. A better understanding of business would make for more productive workers."

Green commented on a skill that isn't directly taught in a classroom, but is a by-product of good educational training. "Time management is essential to a business manager. Knowing how to manage your own time and how to help others manage their time is a skill all workers could use. More efficiency from managers and other employees makes for a better business."

Other skills that aren't necessarily directly taught, but can be 'learned while learning' that Green noted were "developing a desire to succeed, knowing how to set goals, developing competitiveness, and learning leadership."

The importance of preparing students to become successful employees was underscored by Goodson. "Keeping our business in Southern Illinois is directly in line with being able to draw management and first-line personnel from here. If we have to recruit all of our employees from elsewhere, we should be headquartered elsewhere."

EMPLOYMENT: Obtain employment that provides for economic self-sufficiency and career advancement.

EDUCATIONAL ATTAINMENT: Complete the sequence of courses required to attain academic and occupational competence and to obtain a high school diploma or its equivalent, an occupational certificate or an associate degree.

ECONOMIC COMPETITIVENESS: Enhance the economic competitiveness of the work force by having the ability to produce high-quality goods and services, learn new skills technologies quickly, and adapt effectively to changes in the workplace.

Through TechPrep, the state is endeavoring to offer programs to students which would begin in the ninth year of school and progress, both academically and technically, to intertwine with a program that leads to an associate degree and, eventually, to a four-year degree.

The end result of the program would be to have well-qualified people entering the job market, ready to meet employers' needs.

Franklin County schools, Rend Lake College, and areas which are served by Rend Lake College are partnered in TechPrep. High schools will prepare voc-ed programs which will directly lead to similar, advanced programs at Rend Lake. In turn, the Rend Lake College programs will be able to lead in to similar programs at Southern Illinois University and other state-supported universities.

Thursday, January 23, 1992 The Benton Evening News Page 9, Section A

STATE

TechPrep: Preparing students for business/industry worlds

By Del Rea

American News Service

"Building a world-class work force." It's a terrific goal.

Where do you get the personnel? Where do you start training that work force? What curricula do you use to train that work force? How do you ensure the training meets potential employer and employee needs?

The goal and the questions are being addressed by an Illinois schools program called "TechPrep." The premise of the program is to join the educational world and the business world in creating a plan to ensure our youth receive the education and training necessary to find employment — and grow with that employment — in today's ever-changing global marketplace.

The verbalese used in introducing the plan states "A model sequential technical preparation program for training industrial technicians and development of plans for model sequential programs for training business managers and engineering technicians."

Obviously this does not mean having students make ashtrays in woodshop.

According to Betty Musgrave, TechPrep coordinator for this area, what it does mean is "preparing students to become business leaders — both in technical and managerial positions."

The idea of vocational/business education is not new. Typing classes, bookkeeping courses, automotive mechanics classes, woodshop, and other voc-ed classes were in existence long before Fonzie donned a pair of coveralls in "Happy Days." No, the idea is not new, but the directions of the education must be aimed differently.

The original types of voc-ed classes still are necessary, but they have to be changed to meet the needs of today's employers. And, along with the 'traditional' voc-ed classes, students needs to be prepared for the challenges of other employment areas.

What employers want from prospective workers

By Del Rea

American News Service

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VOL. 75 - NO 131 West Frankfort, Illinois, THURSDAY, JANUARY 16, 1992

New computer system will help FCHS students

By Bob Ellis
Managing Editor

Thanks to the Franklin County Vocational System (FCVS), the local high school and Benton high will have students sharper in their computer skills, therefore in a better bargaining position in the job market.

"These skills are imperative," principal Lee

NEW PROGRAM- Educators spend their careers not only teaching, but learning too. Shown here cultivating the new computer system at FCHS are, L to R, Tim Weaver, Alice Hrovatich, Dave Lee, Marilyn McFadden, Barry Kohl, and Barbara Benard. (Photo by Bob Ellis)

FCVS, made up of the superintendents of the six high schools in the county, and chaired by Regional Superintendent Barry Kohl, provided some $26,000 to set up a computer networking lab at FCHS and a like amount for Benton for the same purpose. The money was targeted for programs according to Chapter One eligibility in both business and transportation areas.

Kohl said that Harold Hood, assistant regional superintendent, brought the plan to the board and that the computer system was paramount. "We are looking for what is best for the students," Kohl said. "And nothing is more important than work in computers."

Hood said that studies show that employers across the land are interested in such programs as Microsoft Works, Word Perfect and Lotus 1-2-3/D Base, and that is what will be emphasized. Included in the impressive array of equipment are 15 IBM compatible systems and VGA monitors, 2 Panasonic printers, and a laser printer. The lab will be implemented as a teaching tool for business, math, and various other classes at FCHS. The complex system was set up during the Christmas holiday break and FCHS teachers "went to school" on them this week.

Principal Dave Lee explained the importance of the innovative program. "We pushed hard for it because we feel our students need exposure to computers now more than ever. It's not just big business that demands computer skills as a prerequisite for employment; in the future even the small businesses will find usage, and homes will also have them.

"These skills are an imperative for tomorrow's marketplace and it was really a coup for us to get this at FCHS. I appreciate it, and the students will be the better for it. I assure you, we'll get maximum usage."

Kohl said that the Franklin County Vocational System is eager to help with such programs, and that all the schools are under equal consideration for distribution of such advantages. "The board works well together for the betterment of education in their areas," Kohl said.

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State program helps 'neglected majority' learn technical skills

By Brian Mattmiller
Of The Southern Illinoisan

High school students who are not preparing for college or seeking vocational training might end up in what educators call the "neglected majority."

A new federal program called "Tech Prep" is paying attention to students performing in the middle of their classes, from the 25th to the 75th percentile. Tech Prep integrates vocational-technical training with college preparatory work, rather than having students choose between one "track" or the other, to make them better prepared for technologically advanced jobs.

The Illinois State Board of Education distributed $2.7 million in Tech Prep grants statewide this week, including roughly $300,000 to Southern Illinois schools, to begin

➧ See **TECH,** 8A

Tech Prep grants here

- **Franklin County:** $120,000 for pilot programs in four area high schools. They include West Frankfort, Zeigler-Royalton, Mount Vernon and Wayne City.
- **John A. Logan:** $100,000 for programs 11 high schools in the college district. [illegible]
- **Shawnee Community College:** $43,500 for the southern five counties.
- **Southeastern Illinois Vocational System:** $43,500.

Regional Delivery System gets grant

Franklin County Regional Delivery System has been awarded a $120,000 Tech Prep implementation grant by the Illinois State Board of Edcuation.

Tech Prep represents sequenced vocational-technical courses integrated with academic classwork.

— The Register-News —
Wednesday, December 4, 1991

Southern Illinoisan, Thursday, December 5, 1991

From Page One

➧ Tech Prep grants help 'neglected majority'

Continued from Page One

pilot programs.

"It's an easy concept to sell because it makes a lot of sense," said Betty Musgrave, Tech Prep director with the Franklin County regional superintendent's office. "We're aiming for the neglected 40 percent who get through high school as easily as they can, and are not prepared for work or college."

The county's regional delivery system received $120,000 to start pilot programs in four area high schools. They include West Frankfort, Zeigler-Royalton, Mount Vernon and Wayne City.

Musgrave said average-performance students used to be able to find good-paying jobs, but those jobs no longer require "average" skills. Auto mechanics, for example, now requires a deeper background in electronics and computer analysis than in the past.

Current high school graduates also will not be ready to work with concepts like computer integrated manufacturing, statistical process control, ergonomics and other advances in industry.

Vocational/technical programs are usually in the areas of home economics, health occupations, industrial arts, business and transportation. This year, the grant money will be used specifically to improve industrial programs in those four schools, Musgrave said.

She said that while the technical programs are updated, the program also helps English, science and math teachers design a curriculum that can be applied to the real world.

The high school curriculum will be designed so it prepares students for community college technical programs and later four-year programs at state universities. Musgrave said students should be able to progress from ninth grade all the way through a degree at Southern Illinois University at Carbondale under the "articulated" program.

The grants require a team approach with community colleges, high school teachers and local business leaders to set up the program. There are entrance standards, and most students would fit the following profile:

- Enjoys using complex math and science concepts to solve problems;
- Has an aptitude in science and technology;
- Intends to pursue post-secondary education.

Paul McInturff, chairman of the division of business and industry at John A. Logan College, said a $100,000 grant will go toward helping 11 high schools in the district.

Employers in business and industry have complained that high school graduates are unprepared for many technical jobs that have grown more high-tech and complicated. McInturff said local businesses such as Olin and Diagraph-Bradley in Williamson County, and Magic Chef in Du Quoin helped Tech Prep workers identify problems in high school vocational programs.

McInturff said they all wanted employees who were good thinkers and communicators.

McInturff said that despite job shortages, there are many job openings in areas that require "a technology student," someone who knows a technical skill but who also has a strong academic background in areas such as physics and calculus.

"They want students with more math, more science and better communication skills," he said. To get jobs, students need strong academics as well as a background in areas such as drafting, industrial arts or allied health, he said.

BENTON, ILLINOIS — SATURDAY - SUNDAY, JULY 27-28, 1991

Tech Prep: Academic, vocational education join forces

By Del Rea
Staff writer

In the late 1950s and early 1960s, a move was made toward providing more vocational education in our schools. The idea was to provide a type of education that would help non-college oriented students to acquire skills that would lead to employment.

After a somewhat brief flurry of activity in that direction, voc-ed classes began to see a downward spiral — in part because of the lower funding available to our schools.

Since then, educators have voiced concerns about preparing all students for the 'real life' of employment. Obviously, not every student will want or be able to attend college. Not every student will obtain the educational tools needed for the career of his choice.

The Illinois State Board of Education has tried to focus attention and funding on the need for vocational education. A feature of that focus differing from past efforts is the acknowledgement that more than just technical skills are needed. An initiative labeled "Tech Prep" has been created, with "strengthening vocational-technical education" as its goal.

The program aims to ready students for the technical/vocational world. A world that requires the use of academically gained skills as well as the technically required skills.

The State Board noted, "The integration of academic and vocational courses will make Tech Prep programs a valuable option for many of our students."

Tech Prep aspires to combine college-preparatory and vocational-technical courses in order to give students "the necessary skills to enter technical careers after completing a two-year associate degree or a two-year certificate program at a community college."

When the program was conceived, its creators planned for Prep Tech students to achieve several objectives.

■ acquire academic skills needed for degree programs in two-year colleges and for four-year degree programs at universities.

■ eliminate the need for remedial coursework in college.

■ acquire the ability to relate academic course work to the 'real world'.

■ acquire technical skills for many entry-level jobs and gain a head start for related college programs.

Plans are for the first Tech Prep students to graduate for community colleges with Tech Prep degrees in the spring of 1995.

Vocational-education instructors are well-versed in their portion of the education needed for students to enter the technical job market, but it was thought that the academic 'side' of school systems needed to be more aware of the needs for vocational/technical oriented students.

The Tech Prep program created an academic side for teachers and counselors. The idea is to further involve academic instructors and thus further the involvement

(See TECH PREP on page 2)

Photo by Del Rea

Guy Coons (second from right), chief financial officer of Mariah Boats, gave a tour of the boat factory to these "Tech Prep" academic practicum participants. (from left) Tech Prep Director Betty Musgrove, Tech Prep System Director Joe Wilkerson, Christopher High School English Instructor Larry House, Benton High School Guidance Counselor Richard Cole, and Zeigler-Royalton High School Guidance Counselor Raymond Weiser. The group toured six regional businesses this week.

TECH PREP

(Continued from page 1)

of voc-ed students into the academic side of their education.

Betty Musgrave, Tech Prep director for Franklin County commented, "English, math, science — all of those academic skills are needed in today's job market. Regardless of the job, communication skills are needed."

A group of nine Franklin County educators are participating in a practicum to help reinforce the needed melding of academic and technical skills. The teachers and counselors spent this week touring businesses in the region in an effort to get 'first-hand' knowledge of what's needed for students to enter the job market.

These participants include Sue Woodfin, Richard Cole, Raymond Weiser, Rhonda Cockrum, Larry House, Stewart Parks, Charles Smith, Susan Wall, and Roger Johnson.

The business the group toured included Walgreens and General Tire, both in Mt. Vernon; NASCOTE Industries and LIGMA Corporation, both in Nashville; Kerr-McGee, in Harrisburg; and Benton's Mariah Boats.

A description of the group's tour objectives was listed by Musgrave:

— Acquire knowledge of current business/industry trends.

— Learn to apply latest technology in the classroom.

— Discover the interdependence of commerce, industry, labor, and education.

— Build better communication links between the educational programs and business/industry.

— Build better cooperation between business/industry and educational communities.

— Find what is expected of a new employee.

— Determine how math, science, and communications fit into their expectations of a new employee.

— Determine how the business fits into the global economy.

— Attend (if possible) specific training sessions taking place in the business.

Guy Coons, Chief Financial Officer of Mariah Boats, was enthusiastic about the group's intent. "The bottom line is: The students that the schools turn out will be the potential employees for businesses. The better job the schools do, the better employees we'll be able to have."

Coons added, It's in business' best interests to work with schools on programs such as Tech Prep. We need good employees to ensure a good business."

Musgrave said, "This will help teachers re-establish the needed bond between education and business. The specific tours help let them know about business' individual needs from future employees."

Businesses and educators alike hope the Tech Prep program will grow. It's new. It's novel. It's ambitious. And it's overdue.

Businesses, students, teachers, or parents who would like more information about the program can contact Betty Musgrave through Regional School Superintendent Barry Kohl's office (438-9711).

Rend Lake Area Regional Delivery System

Career Fair

TECH PREP Initiative and Exhibit of:

Wayne City High School

Roger Johnson, Instructor
with Principles of Technology
Students

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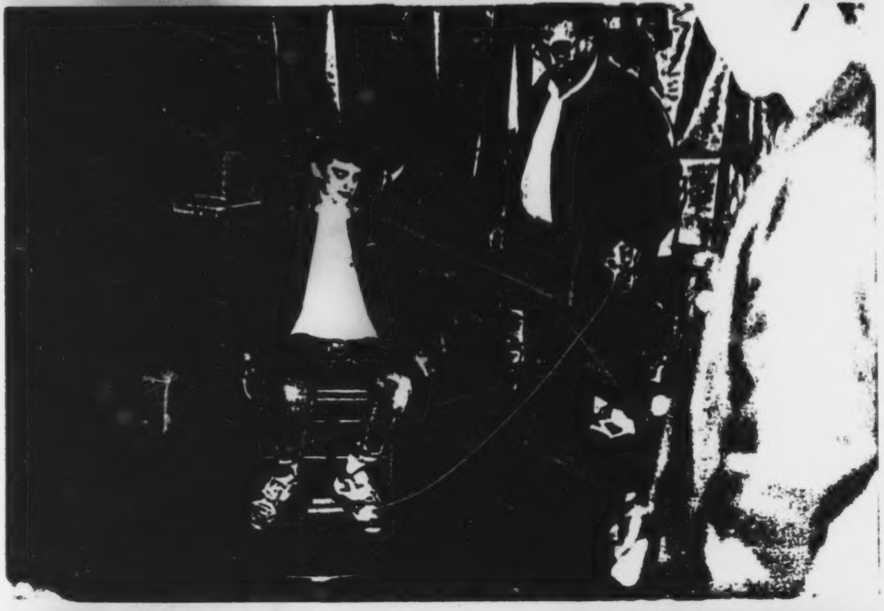
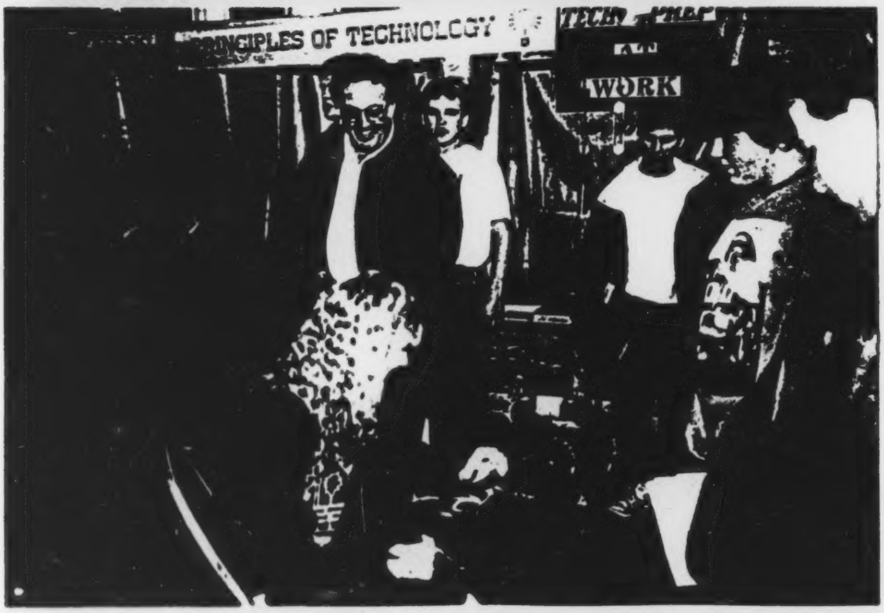
TECH PREP
AT
WORK




PRINCIPLES OF TECHNOLOGY
TECH PREP
AT
WORK

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Mt. Vernon Conference

October, 1991

West Frankfort High School

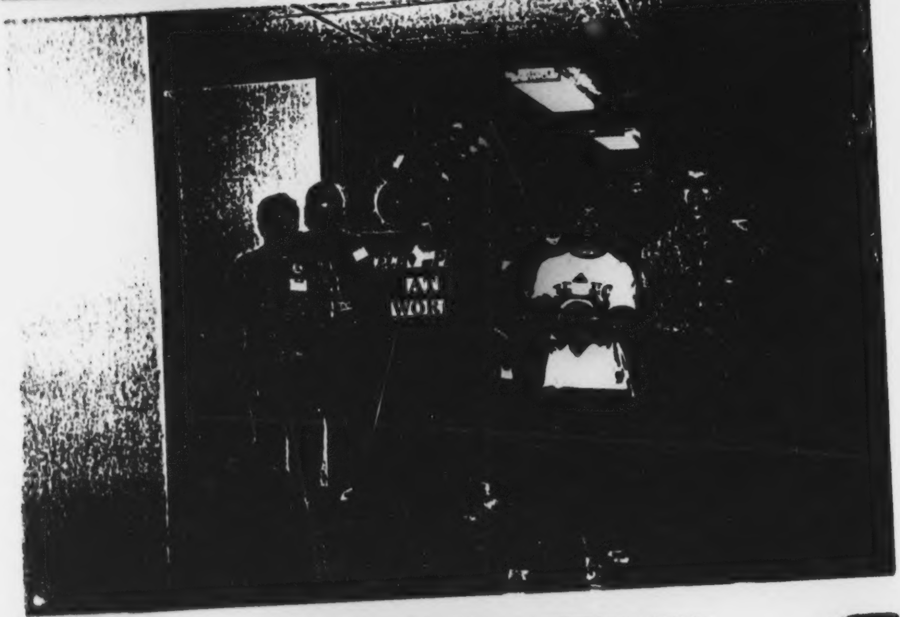
Pat Sipes, Instructor
Presentation with
Principles of Technology and
Electronics Students

and

Benton High School

Pilot Site for
Applied Biology/Chemistry

Presentation by
Instructor, Sue Woodfin



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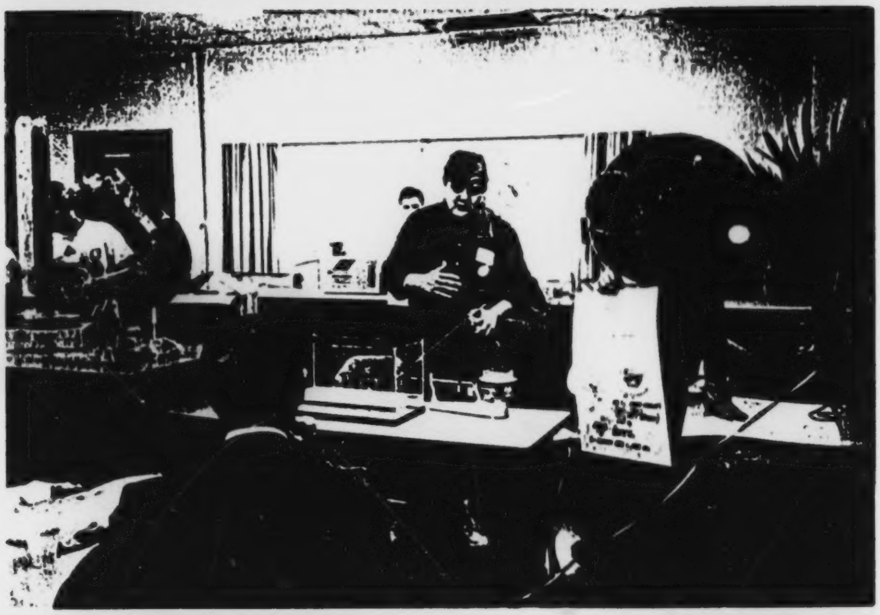

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TECH PREP

Collaboration Mini - Grant

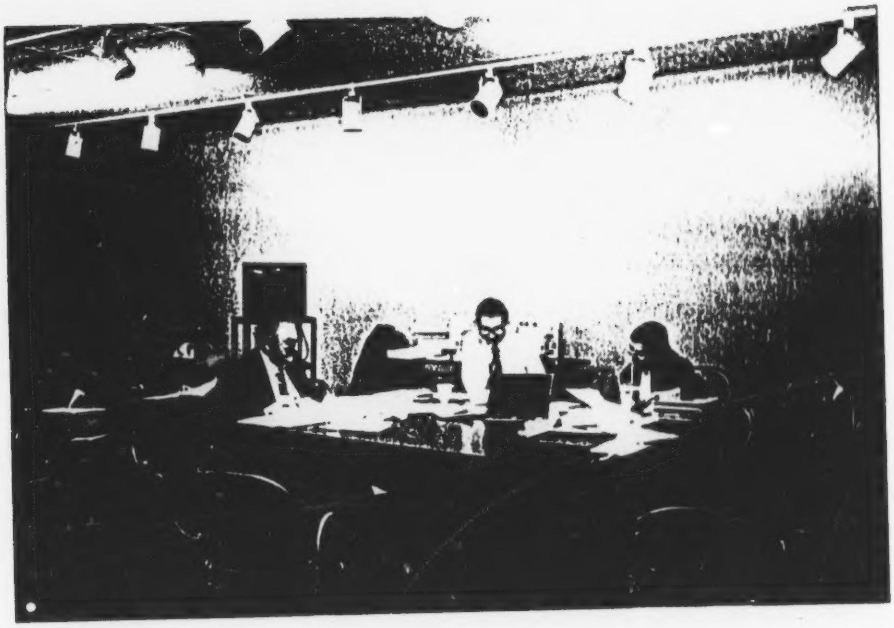
Rend Lake Area Regional Delivery System

Meetings for:

Language Arts
(including Applied Communication Instructors)

Science
(including Principles of Technology Instructors)

with Sally Cherry,
ESR Testing/Assessment Facilitator
Hamilton/Jefferson Counties



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TECH PREP

Applied Academics Workshop I

June 15 - 19, 1992

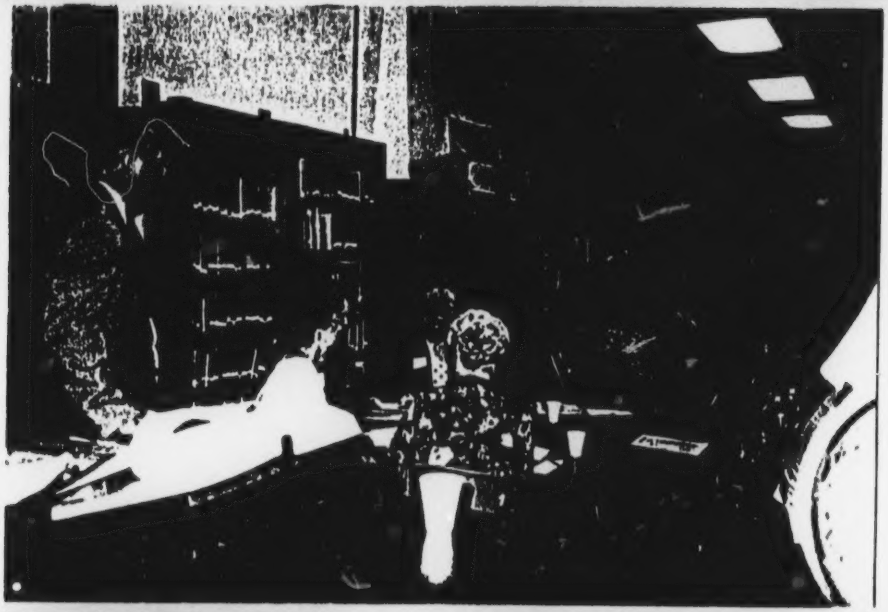
at

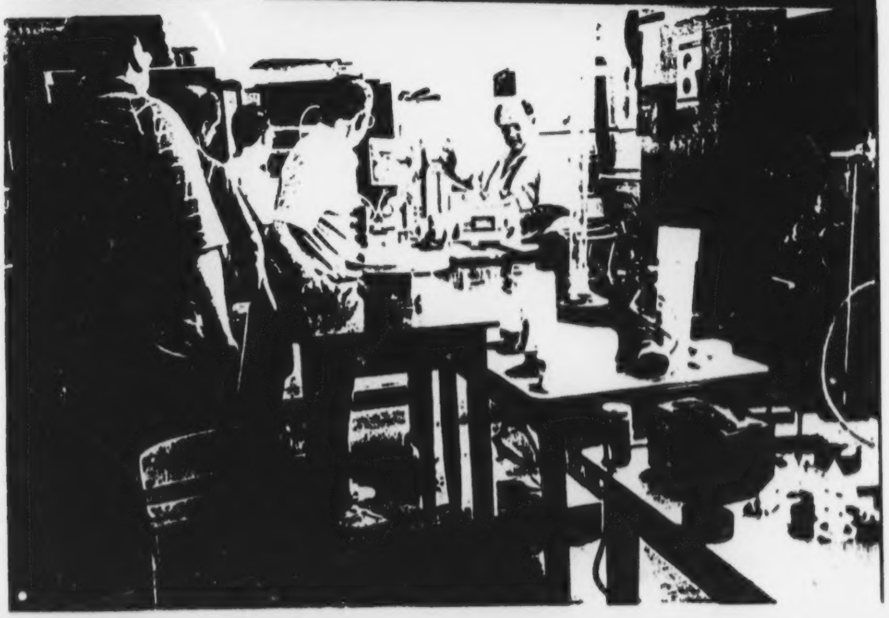
Rend Lake College

Principles of Technology - Pat Sipes
Applied Mathematics - Dr. Leno Pedrotti
with Facilitators: Dick Stritzel
and Steve Strickland
Applied Biology/Chemistry - Lisa Taylor
with Facilitator: Sue Woodfin
"Pulling it all Together" - Pat Wilson
Applied Communications - Dorothy Winchester

Coordinated by:
Franklin County Regional Delivery System TECH PREP Director,
Betty Musgrave
Co-Sponsored by:
Franklin County Regional Delivery System TECH PREP
Region VI Regional Vocational Systems
Illinois State University: Connections Project
Southern Illinois University: DAVTE Project

Videos of sessions included





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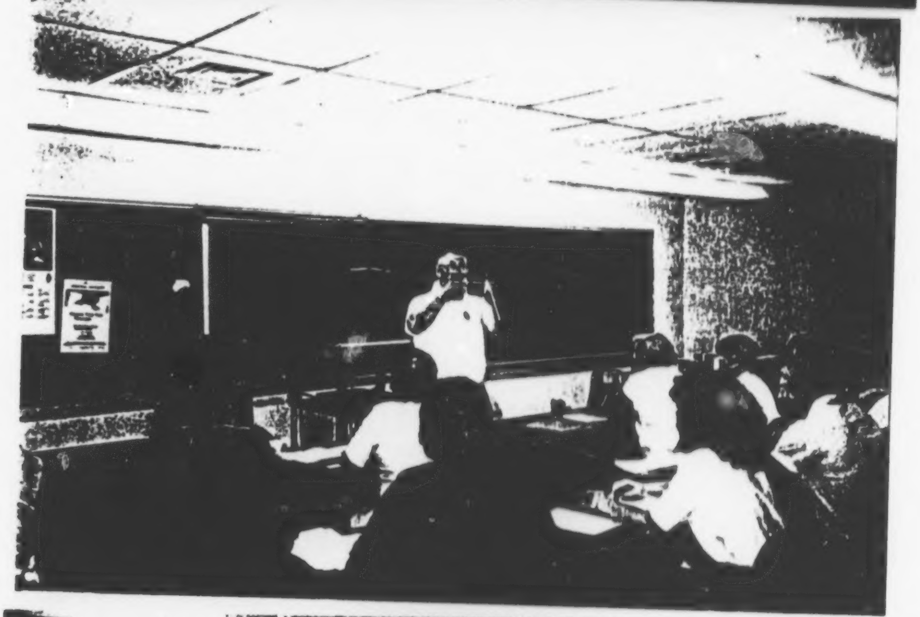

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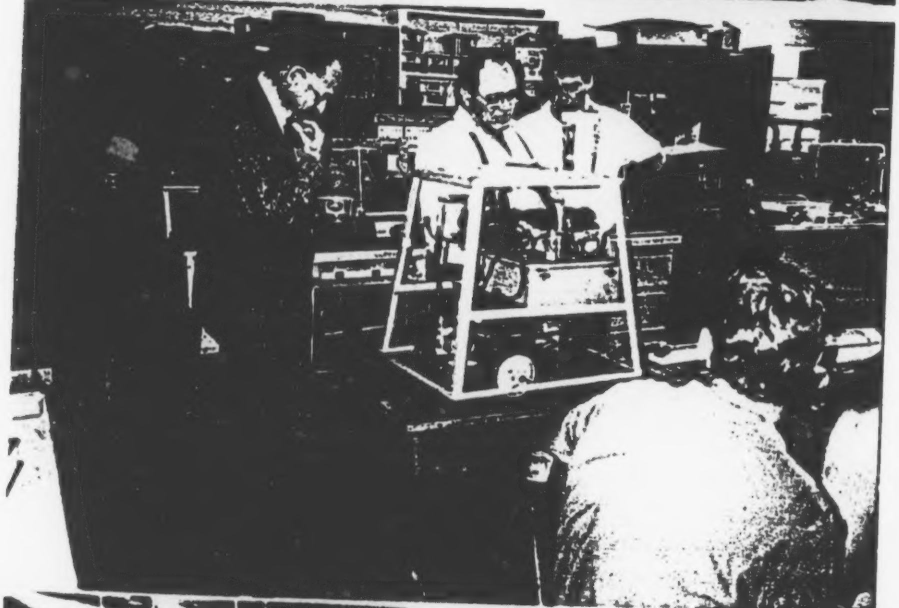
SUCCESS COMES IN CANS NOT CANTS



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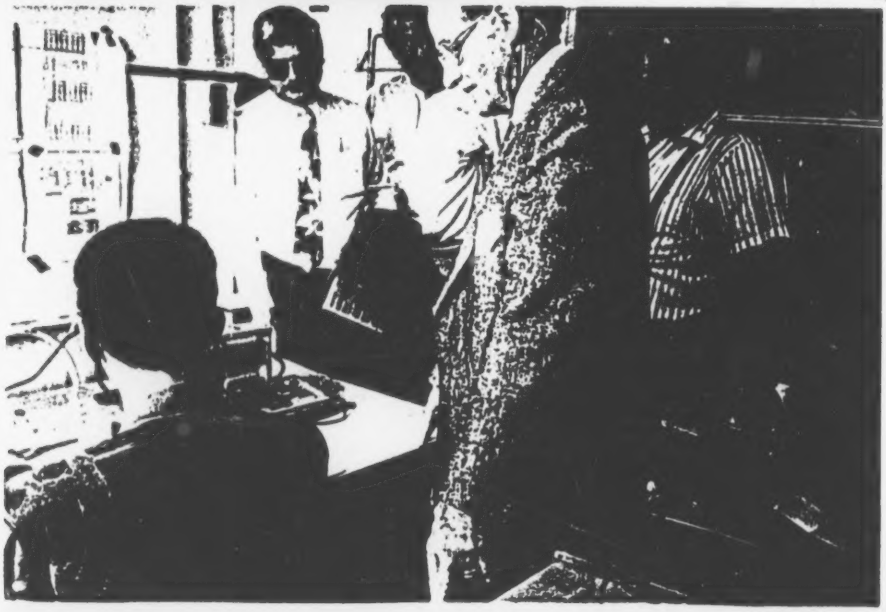

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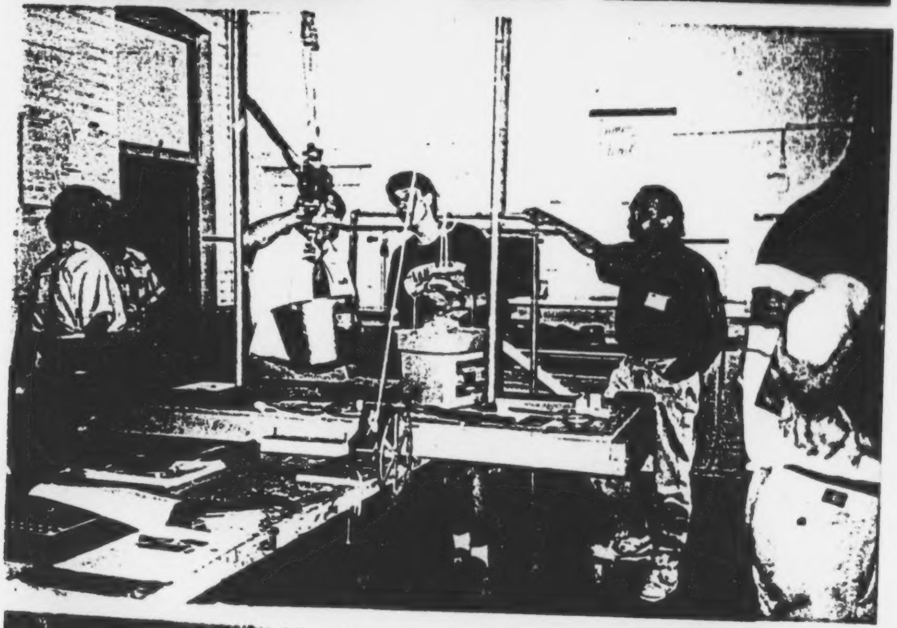

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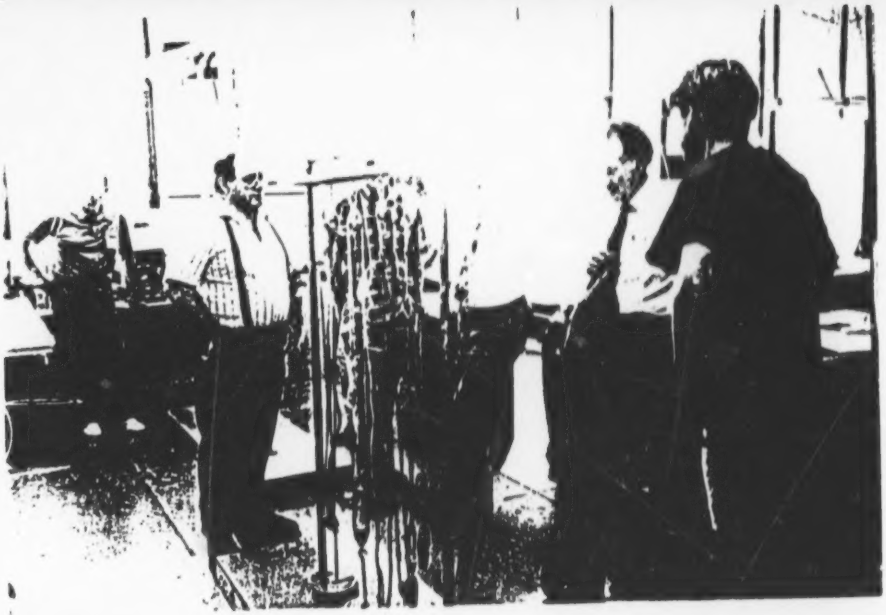

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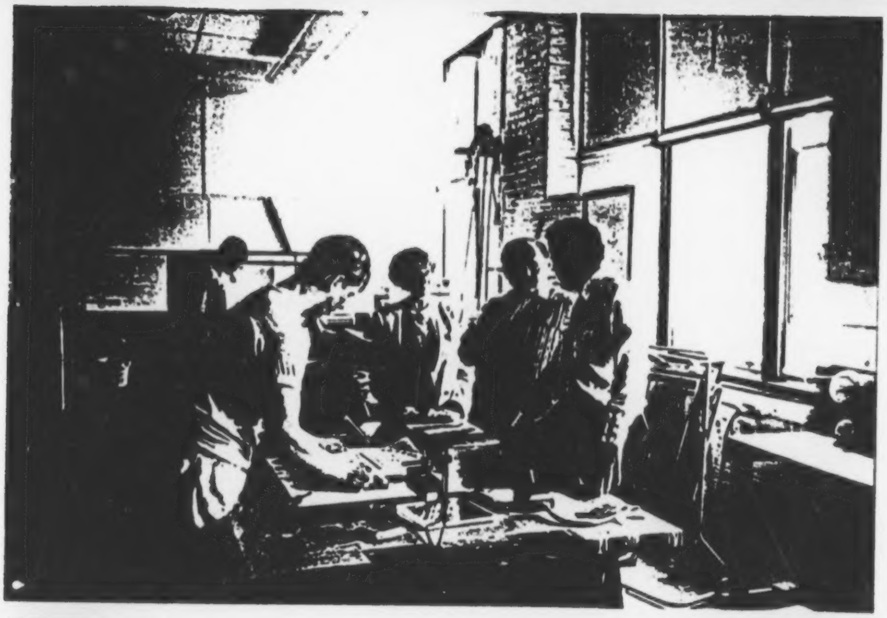

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Franklin County Regional Delivery System
TECH PREP

Staff Development for

TECH PREP Course of Study:

Business Manager

Desk-top Publishing Workshop

June 17, 1992

Rend Lake College

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XVI. TECH PREP COLLABORATION MINI GRANT SUMMARY

Development of A Model for Collaboration of State Goals for Learning, Assessments and Applied Academics, Phase II

Final Report Summary

Introduction for Phase II

The following project is currently in process with the Franklin County Regional Delivery System. The TECH PREP Grant recipients are requesting additional TECH PREP funds to plan for implementation of the Collaboration of State Goals for Learning, Assessments and applied Academics, Phase II to introduce and expand this same concept for a model to fit the local schools and/or Region for the Rend Lake Area Regional Delivery Systems' two TECH PREP sites and to complete the cycle for complete implementation of Phase I for the Franklin County Regional Delivery System. This will begin the unification of the initiatives of the TECH PREP Grant. The original project is included for clarification and continuity.

Overview and Continuation for Implementation of Phase II for Franklin County Regional Delivery System High Schools

The six high school districts in Franklin County have worked in a cooperative manner to develop local learning objectives to meet the State Goals for Learning in the mandated areas of language arts, math and science. Local assessment instruments, both paper/pencil and performance-based, **have and are being developed cooperatively in FY 92 to complete the ISBE mandated cycle of phase in** to assess these common learner objectives. In order to assure that the integration of identified applied academic objectives is contained in the school curricula and assessment systems, the Franklin County Educational Service Region, through collaboration with the TECH PREP Grant, the Franklin County Regional Delivery System and each of the county high schools, proposes to facilitate the following multi-fold approach:

Project Continuation Objectives for Phase II for Franklin County Regional Delivery System High Schools

1. Orient Superintendents, Principals, Counselors and other teachers of the FY '91 Phase I activities which involved a committee of academic and vocational teachers who met and did a correlation of State Goals for Learning, State and Local Assessments with Applied Mathematics, Applied Communication, Principles of Technology and Applied Biology/Chemistry. In the area of Mathematics and Language Arts (Reading portion) teachers reviewed and analyzed local assessments for the inclusion of Applied Academic test items.

See: TECH PREP Objective 2 Abstract and Attachments

2. In the area of Language Arts: implement Activities 5-11 from the Strategies for Implementation Chart.

  5. Correlate Applied Academic Test Items with LAP Objectives
  6. Assess Validity/Bias of Applied Academic Items
  7. Assess Validity/Bias of Local Assessment Instruments
  8. Administer Assessment Instruments
  9. Score, Report, Tract Assessment Data
  10. Analyze Assessment results for School Improvement Plan (SIP)
  11. Formulate SIP Activities Correlated to Item/Module/Objective/Activity

3. In the area of Mathematics continue the cycle with implementation of Activities 10-12 from the Strategies for Implementation Chart.

  10. Score, Report, Track Assessment Data
  11. Analyze Assessment results for School Improvement Plan
  12. Formulate SIP Activities Correlated to Item/Module/Objective/Activity

4. In the area of Science continue the cycle with implementation of Activities 5-11 from the Strategies for Implementation Chart.

  5. Correlate Applied Academic Test items with LAP Objectives
  6. Assess Validity/Bias of Applied Academic Items
  7. Assess Validity/Bias of Local Assessment Instruments
  8. Administer Assessment Instruments
  9. Score, Report, Track Assessment Data
  10. Analyze Assessment results for School Improvement Plan
  11. Formulate SIP Activities Correlated to Item/Module/Objective/Activity

See TECH PREP Objectives: 2,3,4,5,8,12, & 13 for Abstracts and Attachments

5. Executive Collaboration Committee meet and analyze data results for review and revisions.

See TECH PREP Objective 12 for Abstracts and Attachments

6. Executive Collaboration Committee meet for developing dissemination Models to be distributed throughout the State and prepare materials for presentations.

See all of the Objectives mentioned above.

Project Objectives for Rend Lake Area Regional Delivery System for Vocational Education

1. Utilizing a committee approach, academic and vocational teachers involved will meet to compare and integrate local learner objectives with respect to applied academics and the Illinois State goals for Learning.

See TECH PREP Objective 3 for Abstract and Attachments

2. As a follow-up to committee meetings, local assessment instruments will be reviewed and analysed for inclusion of applied academic test items in the curriculum areas of mathematics, science, and communications.

See TECH PREP Objective 3 for Abstract and Attachments

3. During the annual assessment of district goals, results will be tabulated both for each school's overall populations and for a group of identified students that meet the criteria for a TECH PREP program. These assessment results will be utilized in the formulation of the annual school improvement plans.

See TECH PREP Objective 4 for Abstract and Attachments

4. Executive Collaboration Committee will meet to analyze and compare results with Franklin County Regional Collaboration Model.

See TECH PREP Objective 12 for Abstract and Attachments

5. Executive Collaboration Committee will meet to develop the Local Model for dissemination and prepare materials for presentations.

See Attachments in Collaboration Mini Grant Summary

Summary:

The Collaboration Model planned, developed and implemented by committees from the Franklin County Regional Delivery System was utilized by the Rend Lake Area Regional Delivery System and facilitated by the Hamilton/Jefferson Counties' ESR Testing Center Coordinator, Sally Cherry. The Model was fully accepted and implemented with great ease. They had no trouble in following the Model or implementing it. They found they had too many Local Objectives and combined many into one; thus making it easier to correlate. **Copies of the Rend Lake Regional Delivery System Correlations are included in Objective 12 Attachments. The only difference in the Model for Rend Lake Area Regional Delivery System are the different Achievement Tests that are given in the schools.**

Impact and Evaluation

Several different approaches will be utilized to gain data as to the effectiveness of each objective. Impact will be measured by the following criteria:

A. Increase in class time spent on applied academic instruction.
B. Increase the number of teachers utilizing applied teaching methods.
C. Long-range improvement in student performance as evidence by increased scores on assessments.
D. Data reports will show students who are deficient in meeting the local objectives.
E. Data reports will show students who are in need of remediation
F. Data reports will be evidence to Supts., Principals, Counselors and teachers that specific students could benefit from Applied Academics because of the Correlations showing specific Item/Module/Objective/Activity from the Applied Academics that correlate to the Local Objectives and Local Assessments. Thus, the recommendation would be from the Collaboration Committee to offer these activities to the specific student for Student Improvement and/or Remediation.

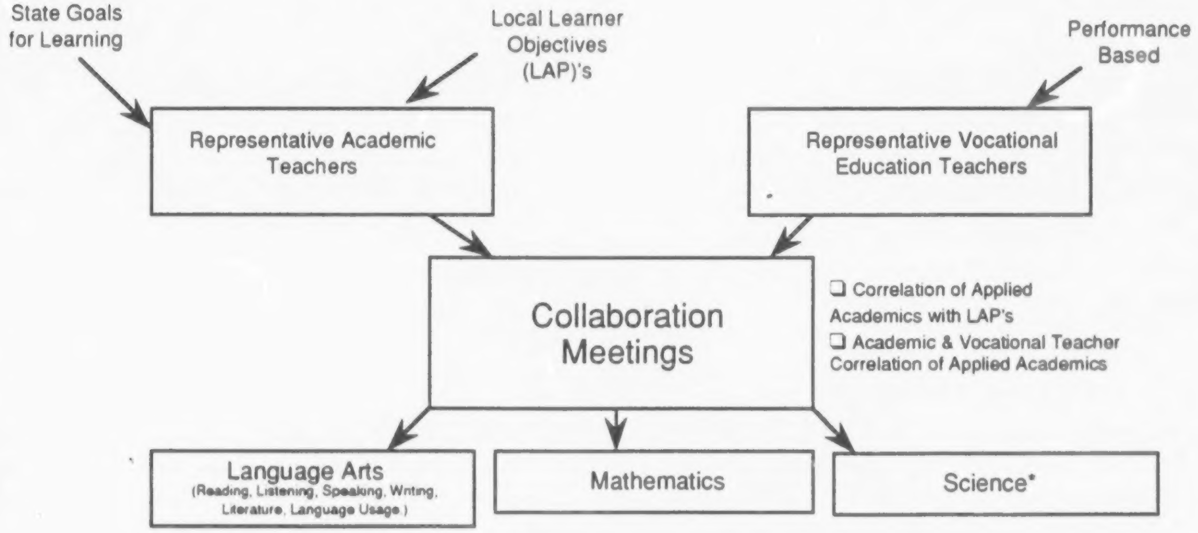
See Collaboration Mini Grant Summary Attachments for the (actual data) *Building Analysis Report with prescriptive Applied Assignments (done by hand)* ready to be presented to a pilot site Superintendent and Principal with recommendations for inclusion and implementation for the School Improvement Plan. This will be completed for both TECH PREP sites in Franklin County Regional Delivery System for piloting and analyzing the receptiveness from Supts.

Tech Prep for the Franklin Co. Regional Delivery System

Development of a Model for Collaboration of State Goals for Learning, Assessments and Applied Academics

Strategies for Implementation

PHASE II ACTIVITIES


State Goals for Learning
Local Learner Objectives (LAP)'s
Performance Based
Representative Academic Teachers
Representative Vocational Education Teachers
Collaboration Meetings
Language Arts (Reading, Listening, Speaking, Writing, Literature, Language Usage.)
Mathematics
Science*

☐ Correlation of Applied Academics with LAP's
☐ Academic & Vocational Teacher Correlation of Applied Academics

Language Arts

5. Correlate Applied Academic Test Items with LAP Objectives
6. Assess Validity/Bias of Applied Academic Items
7. Assess Validity/Bias of Local Assessment Instruments
+8. Administer Assessment Instruments
+9. Score, Report, Track Assessment Data
10. Analyze Assessment results for School Improvement Plan.
11. Formulate SIP Activities Correlated to Item/Module/Objective/Activity

Mathematics

+9. Administer Assessment Instruments
+10. Score, Report, Track Assessment Data
11. Analyze Assessment results for School Improvement Plan.
12. Formulate SIP Activities Correlated to Item/Module/Objective/Activity

Science*

5. Correlate Applied Academic Test Items with LAP Objectives
6. Assess Validity/Bias of Applied Academic Items
7. Assess Validity/Bias of Local Assessment Instruments
(Principles of Technology teacher was involved in development of performance-based science local assessment.)
+8. Administer Assessment Instruments
+9. Score, Report, Track Assessment Data
10. Analyze Assessment results for School Improvement Plan.
11. Formulate SIP Activities Correlated to Item/Module/Objective/Activity

REGIONAL SUPT
EIGHTH
CENTRAL JR HIGH SC
GRADE 8

STUDENT NARRATIVE REPORT

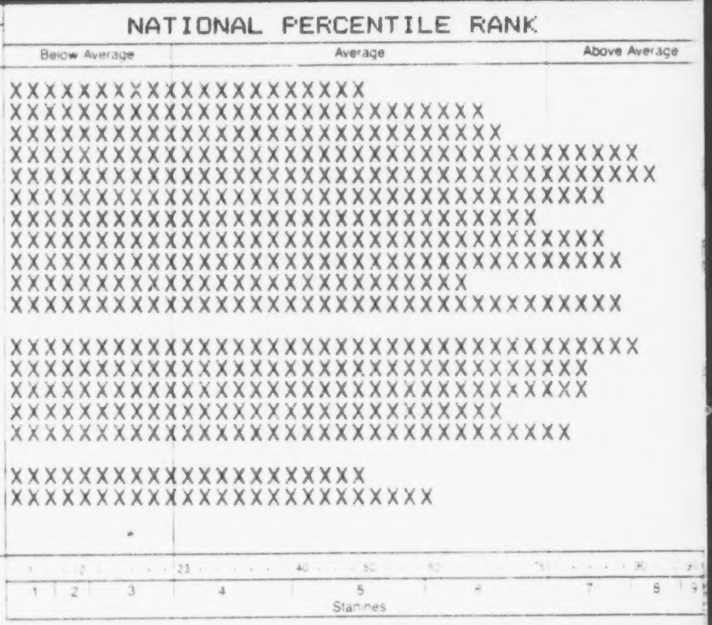
Sample Student

IOWA TEST '85
LEVEL 14 G
CENTRAL JR HIGH
AGE 14-01

See reverse side for helpful informa

Subtests	NR	NA	GE	NP	LP
VOCABULARY	22	41	8.5	51	42
READING	37	57	9.4	68	57
SPELLING	28	41	9.9	72	69
CAPITALIZATION	24	32	11.5	91	92
PUNCTUATION	27	32	11.7	93	89
USAGE	33	43	10.8	85	90
VISUAL MATERIAL	32	51	9.7	75	64
REFERENCE MAT	36	43	10.6	86	89
MATH CONCEPTS	35	42	10.6	88	84
MATH PROBLEMS	20	29	9.2	66	54
MATH COMP	35	39	9.7	87	70
LANGUAGE TOTAL	112	148	11.0	90	90
WORK STUDY TOT	68	94	10.2	83	77
MATH TOTAL	90	110	9.8	83	63
BASIC BATTERY	177	249	9.4	72	61
TOTAL BATTERY	329	450	9.8	80	71
SOCIAL STUDIES	21	45	8.5	51	49
SCIENCE	21	45	9.3	60	46

Score Types*



* NR=NUMBER RIGHT NA=NO. ATTEMPTED
GE=GRADE EQUIV NP=NATIONAL %ILE
LP=LOCAL %ILE

YOUR SON TOOK THE IOWA TEST OF BASIC SKILLS IN FEBRUARY. THIS TEST MEASURED HIS ACHIEVEMENT IN SKILL AREAS WHICH ARE IMPORTANT TO LEARNING. THIS TEST REFLECTED CONTENT NORMALLY PRESENTED TO STUDENTS IN GRADES 8-9.

HOW DID YOUR SON COMPARE TO OTHER EIGHTH GRADE STUDENTS IN THE NATION? HIS PERFORMANCE IN VOCABULARY, FOR EXAMPLE, INDICATES A NATIONAL PERCENTILE RANK OF 51. THIS MEANS THAT HE SCORED HIGHER THAN 51 PERCENT OF THE STUDENTS TESTED IN VOCABULARY WHILE 49 PERCENT SCORED AS WELL OR BETTER. HE RANKED ABOVE THE AVERAGE RANGE IN MOST SKILL AREAS TESTED. HOWEVER, HE RANKED WITHIN THE AVERAGE RANGE IN VOCABULARY, READING, SPELLING, VISUAL MATERIAL AND MATH PROBLEMS.

HOW DID YOUR SON COMPARE TO OTHER EIGHTH GRADE STUDENTS IN REGIONAL SUPT? HIS PERFORMANCE IN VOCABULARY, FOR EXAMPLE, INDICATES A LOCAL PERCENTILE RANK OF 42. THIS MEANS THAT HE SCORED HIGHER THAN 42 PERCENT OF THE STUDENTS TESTED IN VOCABULARY WHILE 58 PERCENT SCORED AS WELL OR BETTER.

HOW ACCURATE IS THIS ASSESSMENT? IT IS IMPORTANT TO NOTE THAT STANDARDIZED TESTING IS ONLY ONE WAY TO MEASURE YOUR SON'S ACHIEVEMENT. IN ORDER TO HAVE A MORE COMPLETE ASSESSMENT, PLEASE FEEL FREE TO CONTACT HIS SCHOOL.

YOUR SON'S NATIONAL PERCENTILE SCORE(S) FALL WITHIN A TARGETED RANGE THAT INDICATES THAT HE MAY BENEFIT FROM TECH PREP COURSES BEING OFFERED AT FRANKFORT HIGH SCHOOL. FOR MORE INFORMATION ON TECH PREP CONTACT YOUR SCHOOL'S GUIDANCE COUNSELOR.

BATCH 920008-285
TEST DATE: 02/27/92
TEST RUN: 07/25/92

STUDENT NO.
SPECIAL CODE.........1
PAGE 201

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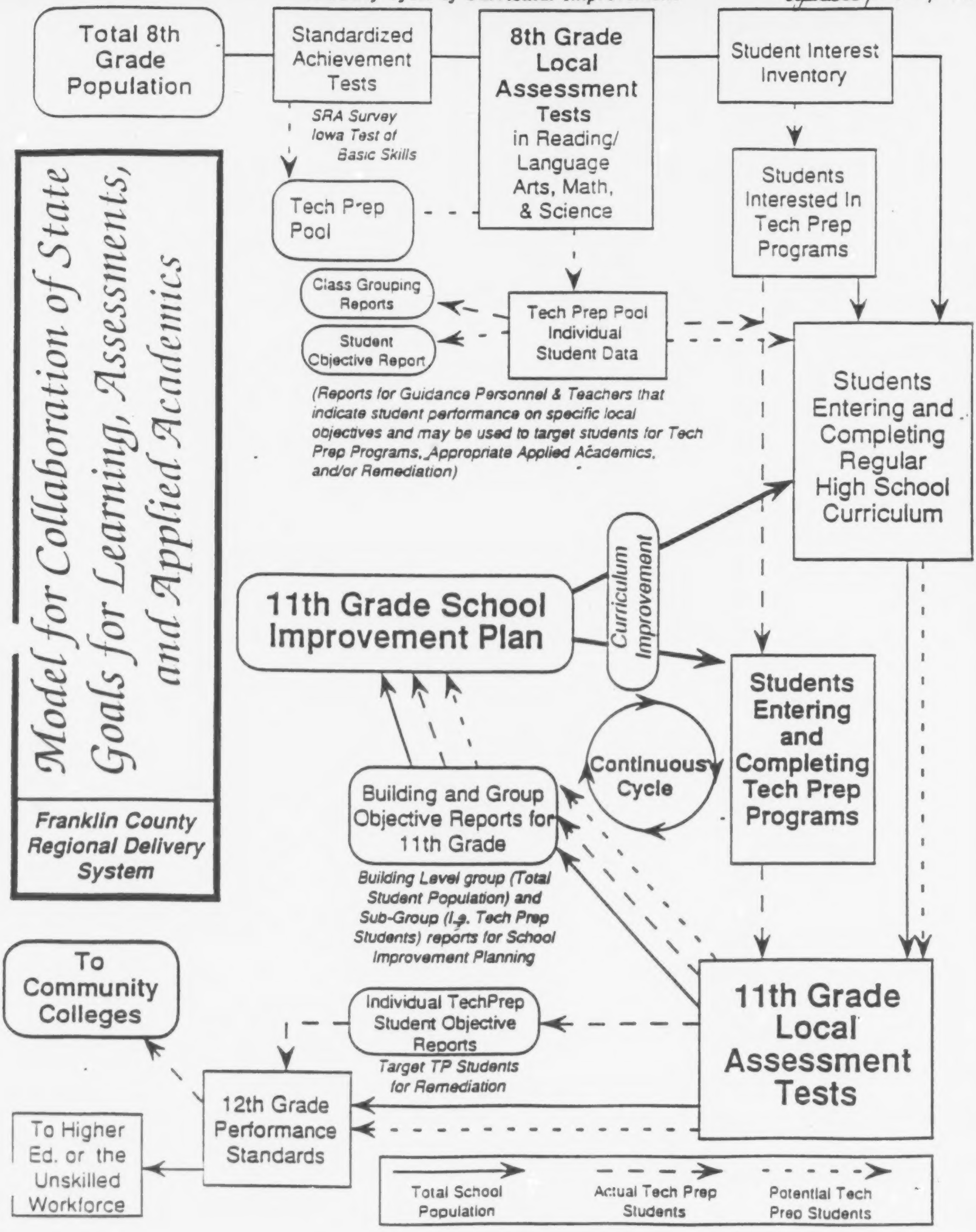
A Yearly Cycle of Curricular Improvement

Update for FY'93


Model for Collaboration of State Goals for Learning, Assessments, and Applied Academics
Franklin County Regional Delivery System
Total 8th Grade Population
Standardized Achievement Tests
SRA Survey
Iowa Test of Basic Skills
8th Grade Local Assessment Tests in Reading/ Language Arts, Math, & Science
Student Interest Inventory
Tech Prep Pool
Students Interested In Tech Prep Programs
Class Grouping Reports
Student Objective Report
Tech Prep Pool Individual Student Data
Students Entering and Completing Regular High School Curriculum
11th Grade School Improvement Plan
Curriculum Improvement
Continuous Cycle
Students Entering and Completing Tech Prep Programs
Building and Group Objective Reports for 11th Grade
To Community Colleges
Individual TechPrep Student Objective Reports
11th Grade Local Assessment Tests
12th Grade Performance Standards
To Higher Ed. or the Unskilled Workforce
Total School Population
Actual Tech Prep Students
Potential Tech Prep Students

(Reports for Guidance Personnel & Teachers that indicate student performance on specific local objectives and may be used to target students for Tech Prep Programs, Appropriate Applied Academics, and/or Remediation)

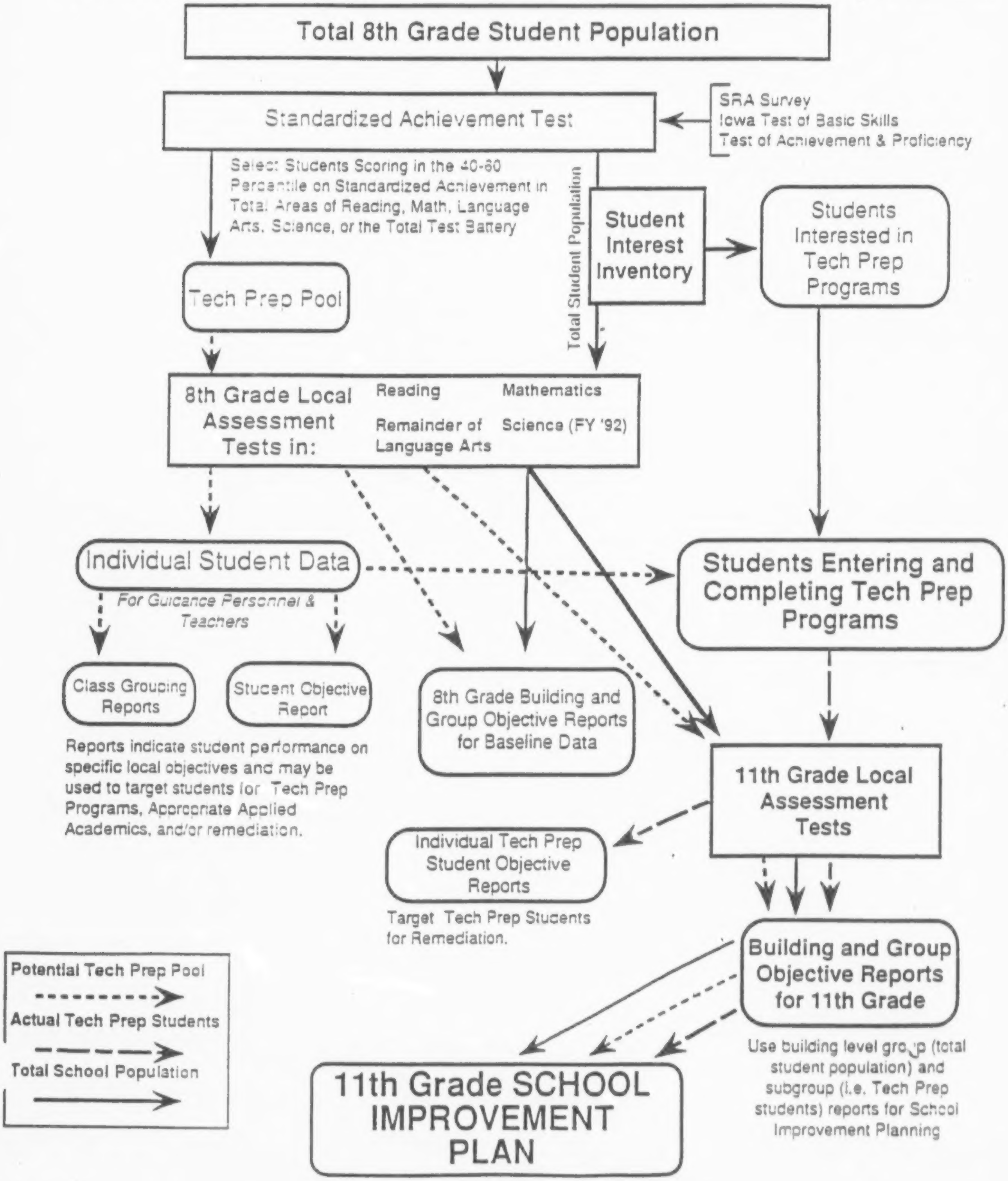
Building Level group (Total Student Population) and Sub-Group (I.e. Tech Prep Students) reports for School Improvement Planning

Target TP Students for Remediation

Tech Prep for the Franklin Co. Regional Delivery System

Development of a Model for Collaboration of State Goals for Learning, Assessments and Applied Academics FY 91-92

A Strategy for Tech Prep Student Identification & School Improvement


Total 8th Grade Student Population
Standardized Achievement Test
SRA Survey
Iowa Test of Basic Skills
Test of Achievement & Proficiency
Select Students Scoring in the 40-60 Percentile on Standardized Achievement in Total Areas of Reading, Math, Language Arts, Science, or the Total Test Battery
Total Student Population
Student Interest Inventory
Students Interested in Tech Prep Programs
Tech Prep Pool
8th Grade Local Assessment Tests in:
Reading
Mathematics
Remainder of Language Arts
Science (FY '92)
Individual Student Data
For Guidance Personnel & Teachers
Students Entering and Completing Tech Prep Programs
Class Grouping Reports
Student Objective Report
8th Grade Building and Group Objective Reports for Baseline Data
Reports indicate student performance on specific local objectives and may be used to target students for Tech Prep Programs, Appropriate Applied Academics, and/or remediation.
11th Grade Local Assessment Tests
Individual Tech Prep Student Objective Reports
Target Tech Prep Students for Remediation.
Building and Group Objective Reports for 11th Grade
Potential Tech Prep Pool
Actual Tech Prep Students
Total School Population
11th Grade SCHOOL IMPROVEMENT PLAN
Use building level group (total student population) and subgroup (i.e. Tech Prep students) reports for School Improvement Planning

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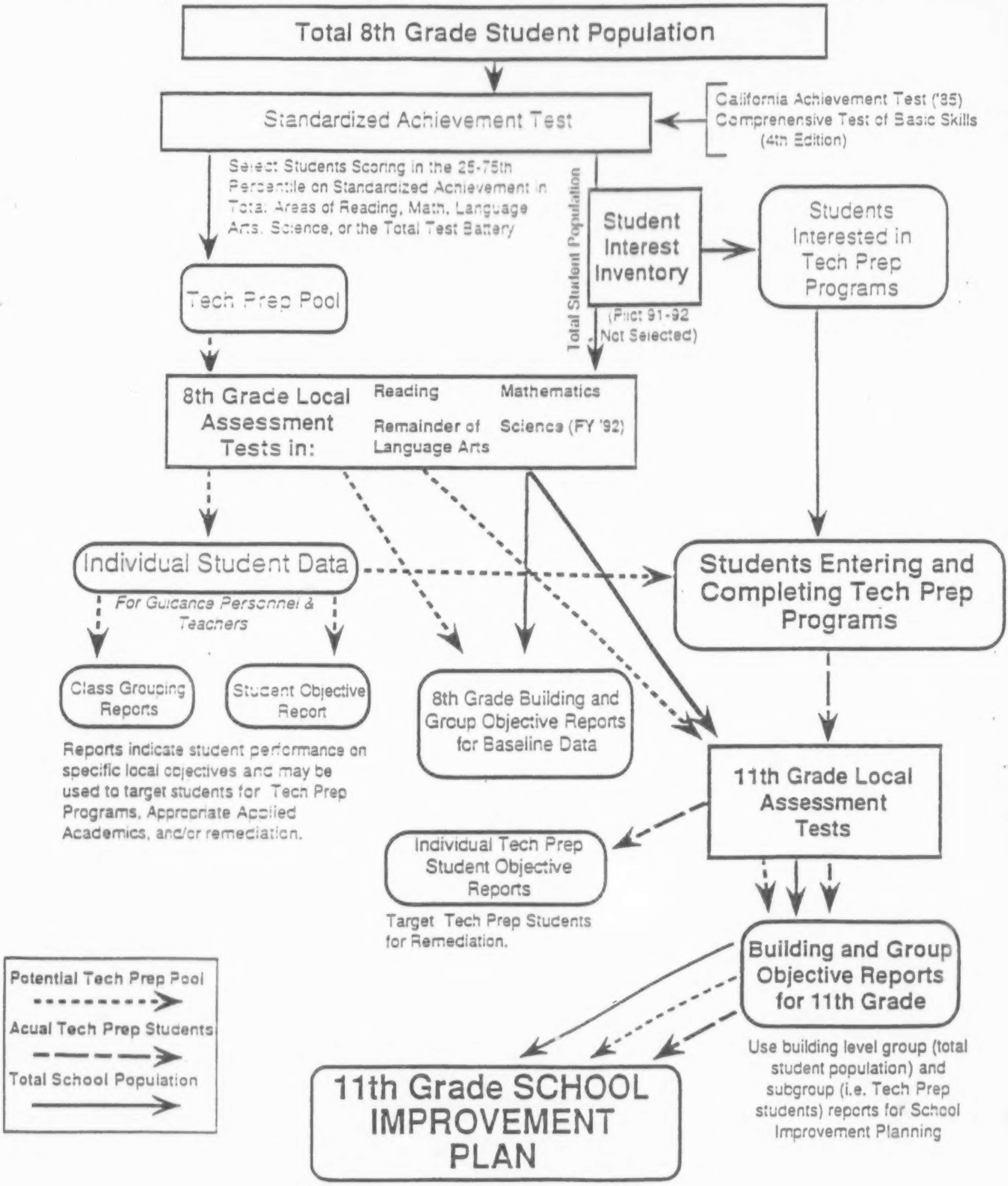
Tech Prep for the Rend Lake Area Regional Delivery System

Development of a Model for Collaboration of State Goals for Learning, Assessments and Applied Academics FY92

A Strategy for Tech Prep Student Identification & School Improvement


Total 8th Grade Student Population
Standardized Achievement Test
California Achievement Test ('85)
Comprehensive Test of Basic Skills (4th Edition)
Tech Prep Pool
Total Student Population
Student Interest Inventory
(Pilot 91-92 Not Selected)
Students Interested in Tech Prep Programs
8th Grade Local Assessment Tests in:
Reading
Mathematics
Remainder of Language Arts
Science (FY '92)
Individual Student Data
For Guidance Personnel & Teachers
Students Entering and Completing Tech Prep Programs
Class Grouping Reports
Student Objective Report
8th Grade Building and Group Objective Reports for Baseline Data
11th Grade Local Assessment Tests
Individual Tech Prep Student Objective Reports
Building and Group Objective Reports for 11th Grade
11th Grade SCHOOL IMPROVEMENT PLAN
Potential Tech Prep Pool
Acual Tech Prep Students
Total School Population

Select Students Scoring in the 25-75th Percentile on Standardized Achievement in Total Areas of Reading, Math, Language Arts, Science, or the Total Test Battery

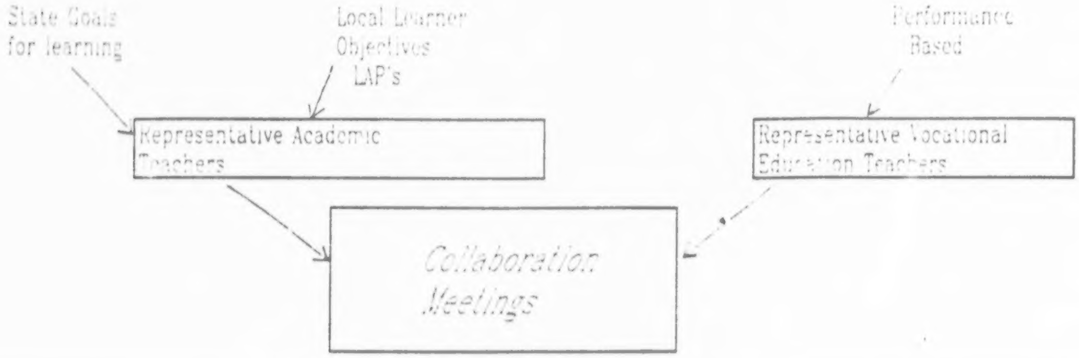
Reports indicate student performance on specific local objectives and may be used to target students for Tech Prep Programs, Appropriate Applied Academics, and/or remediation.

Target Tech Prep Students for Remediation.

Use building level group (total student population) and subgroup (i.e. Tech Prep students) reports for School Improvement Planning

Tech Prep for the Rend Lake Regional Delivery System

Development of a Model for Collaboration of State Goals for Learning, Assessments and Applied Academics


State Goals for learning
Local Learner Objectives LAP's
Performance Based
Representative Academic Teachers
Representative Vocational Education Teachers
Collaboration Meetings

Language Arts

1. Become familiar with both LAP and Applied Communications
2. Scope and sequence local curriculum
3. Correlate scope and sequence with LAP's
4. Correlate Applied Academic materials with local LAP's
5. Correlate Applied Academic Test Items with LAP objectives
6. Assess Validity/Bias of Applied Academic test items
7. Assess Validity/Bias of local assessment instruments
8. Administer Assessment instruments
9. Score, report, track assessment data
10. Analyze assessment results for School Improvement Plan
11. Formulate SIP activities correlated to Item/Module/Objective/Activity

Mathematics

1. Become familiar with both LAP and Applied Mathematics
2. Scope and sequence local curriculum
3. Correlate scope and sequence with LAP's
4. Correlate Applied Academic materials with local LAP's
5. Correlate Applied Mathematics Test Items with LAP objectives
6. Identify Applied Mathematics Items for 1992 assessment
7. Assess Validity/Bias of Applied Academic test items
8. Assess Validity/Bias of local assessment instruments
9. Administer Assessment instruments
10. Score, report, track assessment data
11. Analyze assessment results for School Improvement Plan
12. Formulate SIP activities correlated to Item/Module/Objective/Activity

Science

1. Become familiar with both LAP and Applied Biology/Chemistry and Principles of Technology
2. Scope and sequence local curriculum
3. Correlate scope and sequence with LAP's
4. Correlate Applied Academic materials with local LAP's
5. Correlate Applied Academic Test Items with LAP objectives
6. Assess Validity/Bias of Applied Academic test items
7. Assess Validity/Bias of local assessment instruments
8. Administer Assessment instruments
9. Score, report, track assessment data
10. Analyze assessment results for School Improvement Plan
11. Formulate SIP activities correlated to Item/Module/Objective/Activity

Note the following
FY92 Activities (All Sites)
#201 through Correlations Only

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Reeds Lake

Achievement & Local Assessment Test Results for Tech Prep Identification and School Improvement

The following reports can be used to assist in potential Tech Prep student identification:

A. *Class List Report*

This report lists achievelemt test data for the identified potential Tech Prep pool of students. This group is comprised of those who scored between the 25th and 75th percentile on their school's 8th grade achievement test total scores in the area(s) of Reading, Mathematics, language Arts, Science or Total Test score. The Total Test score includes Reading, Language and Mathematics.

B. *Class Grouping Report*

This report groups the students selected in the Tech Prep pool from their achievement test according to how they performed (mastery/partial mastery/non-mastery) on each objective of their 8th grade local assessment test.

C. *Student Objective Report*

This report shows each Tech rep pool student's performance (mastery/partial/non-mastery) on their 8th grade local assessment test. This may be used for specific placement of a student according to individual strengths or weaknesses.

The following reports can be used to evaluate programs and to formulate School Improvement Plans:

D. *Building Objective Report (Building)*

E. *Building Objective Report (Tech Prep Students)*

This report summarizes group performance (Percent of student mastery) of each objective on the group's local assessment test. Comparison of reports for the entire building with that of Tech Prep styudnets may indicate strengths or weaknesses in the standard curriculum or Tech Prep curriculum.

TECH PREP Reports

The following reports can be utilized to assist in the identification and monitoring of TECH PREP participants. These reports may include the following:

Achievement Test Reports:

Student Multi-Referenced Report

Provides detailed information concerning each student's performance on the standardized achievement test (i.e. SRA, ITBS, or TAP).

Building/District Objective Report

Provides summary information concerning Achievement Test Objectives. This report can list the entire building, district or subgroups as needed. (i.e. Tech Prep students)

District/Building Summary

Provides summary information concerning achievement test standardized measures. (i.e. stanines, grade equivalent, normal curve equivalent, etc.)

Longitudinal Comparison

This is a compilation of several summary reports to provide a means of noting longitudinal growth of student groups. It was created to provide more clear comparisons.

Class List Reports

This report provides basic information concerning subtest results from standardized achievement tests during preliminary screening/selection of the TECH PREP pool.

Local Assessment Test Reports:

Student Objective Report

Provides detailed information concerning each student's performance on each objective of the criterion referenced local assessment. Individual deficiencies can be identified through analysis of this report for class scheduling, remediation planning, or other purposes.

Special codes can be included in this individual level report to provide input to the student's current status:

First Digit = Principles of Technology Level
Second Digit = Electronics Level
Third Digit = Applied Math Level (This coding can be altered as needed.)

Building/District Objective Report

Provides summary information concerning local assessment objectives. This report can list the entire building, district or subgroups as needed. (i.e. Tech Prep students)

Class Grouping Report

This report provides a list of students mastering or not mastering each LAP Objective (or achievement test objective). This report can be used for class scheduling, remediation planning, or other uses.

STUDENT OBJECTIVE REPORT

REGIONAL SUPT
EIGHTH GRADE
CENTRAL JR HIGH
GRADE 8

LOCAL ASSESSMENT
LEVEL 8 2
TECH PREP POOL
AGE 14-03

OBJECTIVE	RIGHT POSSIBLE	% RIGHT	MST LVL
READING G1			
1A1 LOCATE INFO	1/2	50	+
1A2 REMEM. INFO	1/2	50	+
1A3 SUMM INFO	2/3	67	+
1A RECOG & SUMM	4/7	57	100
1B1 PRED PRIOR	2/2	100	+
1B2 PRED DURING	2/2	100	+
1B3 QUEST AFTER	2/3	67	+
1B QUEST & PRED	6/7	86	100
1C1 USTAND REAS	2/2	100	+
1C2 APPROP TEXT	3/3	100	+
1C READING PURP	5/5	100	100
1D1 USTAND DIFF	2/3	67	+
1D2 ADJUST STRA	1/3	33	-
1D SENSE DIFFIC	3/6	50	50
1E1 MAKE INFER	2/4	50	P
1E2 EXPLAIN RAT	2/3	67	+
1E USE INFERENC	4/7	57	50
1F1 ANALYZE INF	2/4	50	P
1G1 VERIFY ANS.	4/5	80	+
SUBTEST AVG		68	79
LITERATURE G5			
5AB LIT TYPES	6/6	100	+
5C FOREIGN LIT	5/5	100	+
HIST PERIODS	2/4	50	P
E VALUE SYS.	3/3	100	+
5F ELEMENTS	4/4	100	+
5G FIG LANGUAGE	6/6	100	+
5H THEME/LIFE	4/4	100	+
5I SYM.ALL.MYTH	3/4	75	+
5J FORM OPINION	1/1	100	+
SUBTEST AVG		92	89
LISTENING G2			
2A SUMM MEANING	4/5	80	+
2B SEQUEN/IDEAS	4/4	100	+
2C MAKE INFEREN	5/7	71	+
2D ID PURPOSES	2/2	100	+
2E ADAPT/PERSP.	1/2	50	+
SUBTEST AVG		80	100
WRITING G3			
3A APPROP LANG	1/1	100	+
3B FOCUS/IDEA	1/1	100	+
3C DESCR DETAIL	1/1	100	+
3D ORGANIZ/IDEA	1/1	100	+
3EF CONV ENGL.	1/1	100	+
SUBTEST AVG		100	100
SPEAKING G4			
4A CLEAR & EXPR	0/1	0	-
4B ORGANIZATION	1/1	100	+

OBJECTIVE	RIGHT POSSIBLE	% RIGHT	MST LVL
SPEAKING G4			
4C SUPPORT	1/1	100	+
4DE APPROP LANG	1/1	100	+
SUBTEST AVG		75	75
SCIENCE GOAL 1			
1C UNITS/STRUCT	0/3	0	-
1D INTERACTION	0/3	0	-
1E PLANT/ANIMAL	0/3	0	-
1F ENERGY/MATT.	0/3	0	-
1I CAUSE/EFFECT	1/4	25	-
1J RECOG CYCLES	1/4	25	-
1K DEF SYSTEMS	1/4	25	-
1M ORGANISMS	1/3	33	-
1N STRUCT/FUNCT	0/3	0	-
1O FORCE	0/4	0	-
SUBTEST AVG		12	0
SCI GOALS (OPT)			
2 SOC & ENVIRON	0/1	0	-
3 SCI RESEARCH	0/1	0	-
4 TECHNOLOGY	0/1	0	-
SUBTEST AVG		0	0
MATH GOALS 1-7			
1B PERF OPERS.	2/3	67	+
1E PROP/NUMBERS	1/4	25	-
1H APPLY SKILLS	1/3	33	-
2C APPLY RATIOS	0/4	0	-
3C LEN,AREA,VOL	0/4	0	-
4B SOLV = & ><	0/3	0	-
4D SOLV FORMULA	0/3	0	-
5B SYMM & TRAN	0/4	0	-
6B EST PROBAB.	0/3	0	-
6E DATA/MEDIA	1/3	33	-
7B EST. GRAPHS	1/3	33	-
7E VALID CONCL.	0/3	0	-
SUBTEST AVG		15	8
TOTAL AVG		52	53

+=MASTERED
P=PARTIALLY MASTERED
-=NOT MASTERED

BATCH 920048-19
TEST DATE: 04/30/92
RUN DATE:

ID NUMBER
CODED INFO 1
PAGE

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REGIONAL SUPT                                                        LOCAL ASSESSMENT
            JR HIGH                                                  LEVEL  8 2
GRADE  8                          BUILDING OBJECTIVE REPORT                 JR HIGH

 DENTIFICATION CODES

    001 EIGHTH GRADE


OBJECTIVES          001  BLD

READING       G1
 1A1 LOCATE INFO    91   91
 1A2 REMEM. INFO    90   90
 1A3 SUMM INFO      86   86
  1A RECOG & SUM    89   89

 1B1 PRED PRIOR     93   93
 1B2 PRED DURING    92   92
 1B3 QUEST AFTER    64   64
  1B QUEST & PRE    83   83

 1C1 USTAND REAS    93   93
 1C2 APPROP TEXT    78   78
  1C READING PUR    86   86

 1D1 USTAND DIFF    54   54
 1D2 ADJUST STRA    61   61
  1D SENSE DIFFI    58   58

 1E1 MAKE INFER     71   71
 1E2 EXPLAIN RAT    64   64
  1E USE INFEREN    67   67

 1F1 ANALYZE INF    61   61
 1G1 VERIFY ANS.    89   89

    SUBTEST AVG     78   78

LITERATURE    G5
 5AB LIT TYPES      92   92
 5C FOREIGN LIT     79   79
 5D HIST PERIODS    39   39
 5E VALUE SYS.      67   67
 5F ELEMENTS        81   81
 5G FIG LANGUAGE    82   82
 5H THEME/LIFE      50   50
 5I SYM.ALL.MYTH    59   59
 5J FORM OPINION    96   96

    SUBTEST AVG     72   72

LISTENING     G2
 2A SUMM MEANING    98   98
 2B SEQUEN/IDEAS    99   99
 2C MAKE INFEREN    88   88
 2D ID PURPOSES    100  100
 2E ADAPT/PERSP.    80   80

    SUBTEST AVG     93   93

WRITING       G3
 3A APPROP LANG     31   31
 3B FOCUS/IDEA      80   80
 3C DESCR DETAIL    40   40
 3D ORGANIZ/IDEA    78   78
 3EF CONV ENGL.     61   61

    SUBTEST AVG     58   58
```

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PERCENT OF OBJECTIVES MASTERED      BATCH 920048
                                    TEST DATE: 04/30/92
                                    RUN DATE:  07/02/92
                                    PAGE  1
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REGIONAL SUPT
JR HIGH
GRADE 8

LOCAL ASSESSMENT
LEVEL 8 2
JR HIGH

BUILDING OBJECTIVE REPORT

DENTIFICATION CODES

001 EIGHTH GRADE

OBJECTIVES	001	BLD
SPEAKING G4		
4A CLEAR & EXPR	85	85
4B ORGANIZATION	82	82
4C SUPPORT	82	82
4DE APPROP LANG	91	91
SUBTEST AVG	85	85
SCIENCE GOAL 1		
1C UNITS/STRUCT	48	48
1D INTERACTION	57	57
1E PLANT/ANIMAL	75	75
1F ENERGY/MATT.	52	52
1I CAUSE/EFFECT	54	54
1J RECOG CYCLES	61	61
1K DEF SYSTEMS	29	29
1M ORGANISMS	65	65
1N STRUCT/FUNCT	48	48
1O FORCE	49	49
SUBTEST AVG	54	54
SCI GOALS (OPT)		
2 SOC & ENVIRON	38	38
3 SCI RESEARCH	44	44
4 TECHNOLOGY	50	50
SUBTEST AVG	44	44
MATH GOALS 1-7		
1B PERF OPERS.	83	83
1E PROP/NUMBERS	43	43
1H APPLY SKILLS	47	47
2C APPLY RATIOS	40	40
3C LEN,AREA,VOL	57	57
4B SOLV = & ><	90	90
4D SOLV FORMULA	66	66
5B SYMM & TRAN	19	19
6B EST PROBAB.	42	42
6E DATA/MEDIA	75	75
7B EST. GRAPHS	69	69
7E VALID CONCL.	39	39
SUBTEST AVG	56	56
TOTAL TEST AVG	66	66
STUDENT COUNT	131	131

- 1236

PERCENT OF OBJECTIVES MASTERED

BATCH 920048
TEST DATE: 04/30/92
RUN DATE: 07/02/92

REGIONAL SUPT
HIGH
HI*
GRADE 11

STUDENT OBJECTIVE REPORT

LOCAL ASSESSMENT
LEVEL 11 3
APPLIED CLASSES
AGE 16-08

OBJECTIVE	RIGHT POSSIBLE	% RIGHT	MST LVL
READING G1			
1A1 LOCATE INFO	1/3	33	-
1A2 REMEM INFO	2/3	67	+
1A3 SUMM. IDEAS	1/3	33	-
1A RECOG & SUMM	4/9	44	33
1B1 PRED PRIOR	2/3	67	+
1B2 PRED DURING	3/3	100	+
1B3 QUEST AFTER	0/2	0	-
1B QUEST & PRED	5/8	63	67
1C1 USTAND REAS	2/2	100	+
1C2 APPROP TEXT	1/3	33	-
1C READING PURP	3/5	60	50
1D1 USTAND DIFF	0/3	0	-
1D2 ADJUST STR	2/3	67	+
1D SENSE DIFF.	2/6	33	50
1E1 MAKE INFER	1/3	33	-
1E2 EXPLAIN RAT	1/3	33	-
1E USE INFERENC	2/6	33	0
1F1 ANALYZE INF	0/3	0	-
1G1 VERIFY ANSW	2/3	67	+
SUBTEST AVG		45	43
LITERATURE G5			
5AB LIT TYPES	7/10	70	+
5D HIST PERIODS	0/4	0	-
5E AUTHOR'S PER	1/4	25	-
5F ELEM/FICTION	4/4	100	+
5G FIG. LANG.	3/5	60	+
5H LIT THEMES	2/8	25	-
5I SYM/ALL/MYTH	1/2	50	+
5J FORM OPINION	1/3	33	-
SUBTEST AVG		48	50
LISTENING G2			
2A CONTENT	4/5	80	+
2B IDEAS/THEME	4/5	80	+
2C INFERENCES	3/5	60	+
2D PURPOSES	4/5	80	+
SUBTEST AVG		75	100
WRITING G3			
3A APPROP LANG	1/1	100	+
3B FOCUS/IDEA	1/1	100	+
3C DESCR DETAIL	1/1	100	+
3D ORGANIZ/IDEA	1/1	100	+
3EF CONV ENGL.	1/1	100	+
SUBTEST AVG		100	100
SPEAKING G4			
4A CLR&EXP SPKG	1/1	100	+
4B ORGANIZATION	1/1	100	+
4C DEV W/SUPPOR	1/1	100	+
4DE APPROP LANG	1/1	100	+
SUBTEST AVG		100	100

+=MASTERED
=PARTIALLY MASTERED
-=NOT MASTERED

BATCH 920054-12
TEST DATE: 06/24/92
RUN DATE: 06/24/92

ID NUMBER
CODED INFO 13........
PAGE 1

BEST COPY AVAILABLE

STUDENT OBJECTIVE REPORT

REGIONAL SUPT
HIGH
HI*
GRADE 11

LOCAL ASSESSMENT
LEVEL 11 3
APPLIED CLASSES
AGE 16-08

OBJECTIVE	RIGHT POSSIBLE	% RIGHT	MST LVL
SCIENCE GOAL 1			
1C CLASS/MATTER	3/3	100	+
1D CHEM REACT.	2/3	67	+
1E ECOSYSTEMS	1/3	33	-
1F HEAT/MATTER	3/3	100	+
1I CAUSE/EFFECT	1/3	33	-
1J BASIC CYCLES	1/3	33	-
1K PROCESSES	2/3	67	+
1M DNA/ORGANISM	2/3	67	+
1N NAT. SELECT	2/3	67	+
1O FORCE & WORK	3/3	100	+
2D RESEARCH,ETC	2/3	67	+
SUBTEST AVG		67	73
SCI GOALS (OPT)			
2 SOCIAL/ENVIR.	1/1	100	+
3 RESEARCH	1/1	100	+
4 PROCESS/TECH	0/1	0	-
SUBTEST AVG		67.	67
MATH GOALS 1-7			
1A RD/WRT NM #S	3/3	100	+
1B PERF OPERS	4/4	100	+
1C WORD PROBS	3/3	100	+
1D ORDER NOS.	2/3	67	+
1E APPLY PROP #	3/3	100	+
1F EXP.PWRS,RTS	3/3	100	+
1C FACTORS/MULT	3/3	100	+
1H APPLY SKILLS	1/3	33	-
1I NUMBER PATT	1/3	33	-
1 COMPUTATION	23/28	82	78
2A INT RATIOS	2/3	67	+
2B PROPORTION	2/3	67	+
2C APPLY RATIO	1/3	33	-
2D INTERP PCT.	1/3	33	-
2E APPLY PCT.	2/3	67	+
2 RATIOS & %	8/15	53	60
3B EST MEASURES	2/3	67	+
3C LEN. AREA. L	0/3	0	-
3D CONV UNITS	3/3	100	+
3E APPLY MEAS	1/3	33	-
3 MEASURMENTS	6/12	50	50
4A US EXP,=,><	2/3	67	+
4B SOLVE = & ><	3/3	100	+
4C VERBAL/ALGEB	3/3	100	+
4D FORMULAS	3/3	100	+
4E APPLY/GRAPH	1/3	33	-
4F OPERS/ALGEB	3/3	100	+
4G FUNCT/GRAPHS	2/3	67	+
4 ALGEBRA	17/21	81	86
5A RECOG FIGS	1/3	33	-
5B SYMM & TRANS	3/3	100	+
5C CONG & SIMIL	0/3	0	-
5D PYTHAGOREAN	0/3	0	-
5E PROP/GEOM.	3/3	100	+
5 GEOMETRY	7/15	47	40

MASTERED
-PARTIALLY MASTERED
=NOT MASTERED

BATCH 920054-12
TEST DATE: 06/24/92
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CODED INFO 13........
PAGE 2

STUDENT OBJECTIVE REPORT

REGIONAL SUPT
HIGH
HI*
GRADE 11

JOHN

LOCAL ASSESSMENT
LEVEL 11 3
APPLIED CLASSES
AGE 16-08

OBJECTIVE	RIGHT POSSIBLE	% RIGHT	MST LVL
MATH GOALS 1-7			
6A DATA/EXPERIM	0/3	0	-
6C APPLY PROB	1/3	33	-
6E DATA/MEDIA	3/3	100	+
6 DATA ANALYSIS	4/9	44	33
7A ROUND NOS.	1/2	50	+
7C APPLY INTERV	1/3	33	-
7D EST/EXACT	1/3	33	-
7E VALID CONCL.	3/3	100	+
7F WORDS/QUANT.	2/3	67	+
7G PROB/PROCED.	3/3	100	+
7H MENTAL ARITH	2/3	67	+
7 ESTIMATION	13/20	65	71
SUBTEST AVG		65	65
TOTAL AVG		62	66

+=MASTERED
P=PARTIALLY MASTERED
-=NOT MASTERED

BATCH 920054-12
TEST DATE: 06/24/92
RUN DATE: 06/24/92

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CODED INFO 13........
PAGE 3

CLASS GROUPING REPORT

REGIONAL SUPT
FRANKFORT HI* 168
GRADE 11
MATH GOALS 1-7

FRANKFORT HIGH

LOCAL ASSESSMENT
LEVEL 11 3
APPLIED CLASSES
STUDENT COUNT= 27

CLASS GROUPING REPORT

REGIONAL SUPT
CENTRAL JR HIGH
GRADE 8
READING G1

EIGHTH GRADE

LOCAL ASSESSMENT
LEVEL 8 2
TECH PREP POOL
STUDENT COUNT= 56

LOCATE INFO:

BUILDING ANALYSIS REPORT

Analysis of Student Mastery Below 60% and Sugggested Applied Academics Units/Modules for School Improvement

SAMPLE PILOT SCHOOL	Percent of Students Achieving Mastery		Applied Academics Modules/Units
	Building Total	Applied Students	
Reading			**Applied Communications**
1A1 Locate Information		52%	1.5, 2.1, 4.2, 10.1-2, 11.1 13.4-5, 14.4-5, 15.3
1B2 Predict During	52%	48%	14.4
1E2 Explain Rationale		52%	4.2, 11.1, 13.5, 14.4, 15.4
1F1 Analyze Information		48%	2.1, 3.2, 4.2, 10.1-2, 13,4-5 14.4, 15.3
Literature			**Applied Communications**
5AB Literature Types	51%	31%	Literature is not addressed in Applied Communications. See the Applied Communication vocational literature titles handout for suggested correlations.
5D Historical Periods	13%	0%	
5E Author's Perspective	13%	40%	
5F Elements of Fiction	55%	27%	
5H Literary Theme	25%	0%	
5J Form Opinion	47%	23%	
Science			**Applied Biology-Chemistry**
1J Basic Cycles	57%	31%	Natural Resources Unit 2
1N Natural Selection		54%	Community of Life Unit 7
4 Processes/Techniques	47%	59%	All Units of App. Bio/Chem
			Principles of Technology
			1.1, 2.3, 4.3, 11.1-2, 12.2, 13.1-2, 13.4
Mathematics			**Applied Mathematics I**
1D Order Numbers		56%	11, 19
2C Apply Ratio	48%	44%	7, 9, 10, 20, 22
2D Interpret Percent		44%	B, 4
3C Length, Area, Volume	42%	22%	8, 9, 15
4E Apply Graphs	53%	41%	7, 14, 16, 17, 18, 19, 21
4G Functions and Graphs	45%	33%	14, 16, 17, 18, 22
5C Congruence & Similar.	50%	30%	7, 9, 10
5D Pythagorean Theorum	20%	15%	7, 14, 15, 21, 22
5E Properties/Geometry		44%	6, 7, 8, 16
6A Data from Experiment	50%	44%	15, 16, 17, 19
6C Apply Probability		56%	20
7C Apply Interval		59%	2, 16, 17
7D Estimate or Exact	55%	44%	2, 19
7F Words of Quantification		56%	None
7H Mental Arithmetic		59%	2, 7
Student Count	132	27	

TECH PREP

2. OBJECTIVE

Complete the orientation of all district superintendents and principals to the concept of developing a model for the collaboration of State Goals for Learning, objectives, assessments and applied academics.

PROCEDURES

The Project Director will facilitate a meeting for planning regional collaboration of State Goals for Learning, Objectives, Assessments, applied academics and school improvement plans for all district superintendents and principals.

PERSONS RESPONSIBLE

Project Director with Consultant assistance

DUE DATE

July, 1991

EVALUATION

The Project Director with consultant assistance, will conduct and provide minutes of an orientation meeting of all district superintendents and principals the concept of developing a model for the collaboration of State Goals for Learning, assessments and applied academics.

ABSTRACT

2. OBJECTIVE

Description of Activities

1.A.1 On August 14, 1991 TECH PREP and Franklin County Student Services meeting was held for the purpose of presenting the Collaboration of State Goals for Learning, Local Objectives and Assessments to the Franklin County Counselors for their review and input into the process and to discuss what the Counselors' role would be to "make it work." Positive responses were made and attitudes were very positive about the process. See attachments for Agenda and Attendance Record.

1.A.2 On September 24, 1991 the TECH PREP Director met with the Rend Lake Area Regional Delivery System Board of Control for the purpose of discussing the FY ' 92 TECH PREP grant. Federal and ISBE guidelines, criteria to become a TECH PREP Site, expansion of the Advisory Committee Members for Planning FY '92 TECH PREP Course of Studies and gave an introduction to the Model for Collaboration of State Goals for Learning, Assessments and Applied Academics. TECH PREP equipment that was needed to begin the school year was discussed and what was our alternatives if we were could-not order until TECH PREP deposits were received. One major concern was the beginning of a new program without equipment to use for the Principles of Technology Labs.

1.A.3 On October 3, 1991 the Rend Lake Area Regional Delivery System TECH PREP site Superintendents, Principals Counselor Representatives and Dr. P.E. Cross, Reg. Supt. for Hamilton/Jefferson Counties and Sally from the ESR's Office serving Hamilton/Jefferson Counties were invited to attend an orientation workshop for the purpose of explaining the TECH PREP mini-grant for the Collaboration of the State Goals for Learning, Local Objectives and Assessments with all the Applied Academics curricula. The process and information was very well received and they requested that we extend the correlation process to include all schools from the Delivery System. The non TECH PREP sites substitutes will be paid from monies from the Delivery System. See Attachments for Agenda and Attendance Record.

1.A.4 On November 5, a letter was sent to the District Superintendents in the Rend Lake Area Regional Delivery System asking that they send a team from each TECH PREP site to begin the planning process of Phase II of the TECH PREP mini grant, "Developing a Model for Collaboration of the State Goals for Learning, Local Objectives and Assessments and Applied Academics" that a local district could us

1.A.5 On November 26, 1991 a meeting was held with the Franklin County Regional Delivery System Board of Control, Franklin County High School Principals, Ass't Principals, and Rend Lake College Vocational Dean for the purpose of explaining the Collaboration of the State Goals for Learning, Local Objectives and Assessments with all the completed Applied Academics curricula. We had very positive comments and reception to this correlation process through to the School Improvement Plan. We have found Supts., Principals, Counselors and instructors are much more receptive to the integration and/or stand-a-lone classes of Applied Academics after we have gone through the entire collaboration process with handouts of the actual correlations with them. See Attachments for Agenda and Attendance Record.

TECH PREP

3. OBJECTIVE

Complete utilizing a committee composed of academic and vocational instructors, an analysis of all Technical Preparation sites' goals for learning objectives and assessments to assure applied academics are included.

PROCEDURES

Lead academic and vocational teachers will be selected from each Technical Preparation site to serve on a committee designed to conduct an analysis of their LEA's State Goals for Learning, objectives and assessments to assure applied academics are included.

PERSONS RESPONSIBLE

Lead Academic and Vocational Teachers
LEA's

DUE DATE

August, 1991

EVALUATION

The Project Director will, with input from the Regional System Directors and external evaluator, evaluate the analysis to insure both academic and vocational instructors are assessing the State Goals for Learning, Objectives, Assessments, and applied academics.

ABSTRACT

3. OBJECTIVE

Description of Activities

1.A.1 On November 19, 1991 teams of math instructors and Math Dept. Chairs from each High School within the Rend Lake Area Regional Delivery System were asked to attend a workshop for the Collaboration of State Goals for Learning, Local Objectives and Assessments with Applied Academics for the purpose of correlating the CORD Applied Mathematics I and II with their local schools' objectives and assessments. Sally Cherry from the ESR's Office serving Hamilton/Jefferson Counties was the Facilitator for the Applied Mathematics Correlations meeting. The evaluations were quite positive and Sally was very receptive to the correlation concept and was excellent to work with this group of instructors. See attachments for the Agenda and list of participants attending.

1.A.2 On December 13, 1991 teams of English and Applied Communication instructors and English Dept. Chairs from each High School within the Rend Lake Area Regional Delivery System were asked to attend a TECH PREP Workshop for the Collaboration of Language Arts State Goals for Learning, Local Objectives and Assessments with Applied Communication. Sally Cherry from the ESR's Office serving Hamilton/Jefferson Counties facilitated this meeting. See attachments for Agenda and Attendance Sheets. As you can tell from the evaluation sheets, one participant was sent to the meeting with no prior exposure to TECH PREP or its concept and he was not in agreement with the correlations. This is another example of the need for all teachers to have some level of understanding of what TECH PREP is all about.

1.A.3 On December 17, 1991 teams of Science, Principles of Technology Instructors and Science Dept. Chairs from Rend Lake Area Regional Delivery System were invited to attend the TECH PREP Workshop for the Collaboration of Science State Goals for Learning, Local Objectives and Assessments with Applied Biology/Chemistry & Principles of Technology. Sally Cherry from the ESR's Office serving Hamilton/Jefferson Counties facilitated this meeting. See Attachments for Agenda, Attendance Sheet and Evaluation Comment Sheets.

TECH PREP

4. OBJECTIVE

Develop a formal plan for pre-testing (baseline) and post-testing (completion) secondary Technical Preparation students.

PROCEDURES

Finalize a formal plan with the Educational Service Region (ESR) Testing Centers' personnel and selected lead academic and vocational committees members to formalize a plan to recommend to each local district and/or Rend Lake Area Regional Delivery System to utilize their already existing Testing Center to identify methods for assessing Technical Preparation students at entrance (baseline) and at the completion of the Technical Preparation sequence.

PERSONS RESPONSIBLE

Testing Center Personnel
Lead Academic and Vocational Committees Members

DUE DATE

June, 1992

EVALUATION

The Project Director, with input from the Regional System Directors, principals and external evaluator, will evaluate successful processes used and a completed and usable written outline of the processes used to compare local learner objectives with applied academics and an outline of the process to be utilized for tracking the progress of the Technical Preparation student will be available for other Technical Preparation programs in the State of Illinois.

ABSTRACT

4. OBJECTIVE

Descriptive of Activities

1.A.1 The first steps to arriving at a formal plan for pre-testing and post-testing (completion) secondary Technical Preparation students has begun with an orientation meeting with Superintendents, Principals and Counselor representatives from TECH PREP sites within the Rend Lake Area Regional Delivery System. This meeting was an overview of the process that was formalized for the Franklin County Regional Delivery System in Phase I of the mini TECH PREP grant for Collaboration of State Goals for Learning, Local Objectives and Assessments with Applied Academics. **See Objective 2 Attachments**

1.A.2 Correlations of the Math State Goals for Learning, Local Objectives and Assessments with Applied Math have been completed for the Rend Lake Area Regional Delivery System TECH PREP sites and for other schools that are non TECH PREP sites. **See Objective 2 Attachments**

1.A.3 Collaboration Workshops are planned for December 13, 1991 and December 17, 1991 for correlations of Applied Communications and Applied Biology/Chemistry and Principles of Technology for the Rend Lake Area Regional Delivery System TECH PREP sites and other non-TECH PREP sites are invited to participate. **See Objective 2 Attachments**

1.A.4 After the Collaboration Workshops are completed, in late December or early January, the TECH PREP Director will meet with Sally Cherry, Facilitator for correlations, to discuss and compare these correlations with the correlations from Franklin County Regional Delivery Schools' correlations. From these results, a formal plan will be drafted. Another meeting will be set in January to seek input from Counselors, Principals, and Administrators for this formal plan.

1.A.5 The Franklin County Testing Center Coordinator, Computer Specialist, and TECH PREP Director has met, compared and analyzed the Franklin County Regional Delivery Systems' Model with the Rend Lake Area Regional Delivery System. Decisions were made that the same model will work for both Delivery Systems and a Model would be developed that could be transferable to all TECH PREP grants/schools. The schematic has been reviewed, analyzed and a first draft has been made by the Computer Specialist for the Collaboration Executive to come back together and review. Efforts will be made to develop a model that can be utilized by all TECH PREP recipient.

5. OBJECTIVE

Develop a formal plan for the Community College to utilize their testing center and assessment instruments to gather baseline data for measuring academic achievement of Technical Preparation students compared to non-Technical Preparation students.

PROCEDURES

Meet with Community College testing personnel, ESR's Testing Center personnel and Technical Preparation State Goals and applied academics collaboration committees from each Regional Delivery System to formalize a plan for utilizing their existing testing centers' capabilities. The testing center from the Community college will gather transfer baseline data for tracking and measuring performance of the Technical Preparation student through employment placement or transfer to the universities.

PERSONS RESPONSIBLE

Community College Testing Personnel
ESR's Testing Center Personnel

DUE DATE

June, 1992

EVALUATION

Project Director, with input from Community College Vocational Dean and External Evaluator, will evaluate the methods used and the plan to utilize the Testing Center and assessment instruments at the Community College to gather baseline date for measuring academic achievement of Technical Preparation compared to non-Technical Preparation students.

ABSTRACT

5. Objective

Description of Activities

1.A.1 On-going

1.A.2 The local schools are in the final stages local assessments. After the scores have been processed, TECH PREP students itentified from TECH PREP class rosters, the computer Specialist will then process those students for gathering baseline data.

1.A.3 The Community College Dean has attended the Franklin County Regional Delivery Board of Control meeting for the orientation of the Collaboration of State Goals, Local Assessments, and presentation of the Schematic for identifying the TECH PREP Student, and being able to follow that student through the ESR Testing Center. Rend Lake College counselors have also attended this same type of presentation at the Franklin County Regional Delivery System Student Services Meeting. We have received positive verbal communication that we will be able to develop this plan. After we have been able to complete this cycle with the local high schools, we will have the data to take and present to the Community College appropriate personnel. This is an on-going process.

8. OBJECTIVE

Develop a formal plan for the integration of academic and vocational instruction at the new Technical Preparation sites within the Regional Delivery Systems.

PROCEDURES

Representatives of the Rend Lake Regional Delivery System. Franklin County Regional Delivery System and Rend Lake College will draw up a formal plan for the integration of academic and vocational instruction.

PERSONS RESPONSIBLE

Project Director
System Representatives

DUE DATE

March, 1992

EVALUATION

Evaluate the formal plan for the integration of academic and vocational instruction at the new Technical Preparation sites within the Regional Delivery System.

ABSTRACT

8. OBJECTIVE

Description of Activities

1.A.1 Enclosed is a copy of the Applied Academics curriculum locations for the present time. After the correlation process and orientations with the Superintendents and Principals, we are experiencing many attitudal changes concerning the applied academics. Showing the tie in with the School Improvement Plan and how the applied academics support and will be beneficial to teachers to select the exact activities to cover the local objectives and assessments is certainly an asset for winning over Principals and Administrators. Also the fact that we are implementing our Model for Criteria for Selection for a TECH PREP student which will be utilized in the Spring registrations, we feel will render many benefits to the TECH PREP initiatives. I am anticipating a major change in additional locations on this form by the next narrative report in March.

1.A.2 An updated version of TECH PREP Applied Academics Curriculum Locations will be finalized and included in the FY '93 1st Quarterly Report. Because of changes in Superintendents at Sesser/Valier High School and Thompsonville High School, course curricula and assignments have not been finalized.

1.A.3 These High Schools have indicated their desire to be a new TECH PREP site for FY '93:

FRANKLIN CO. REGIONAL DELIVERY SYSTEM:

Benton High School
Sesser/Valier High School
Thompsonville High School

JACKSON/PERRY REGIONAL DELIVERY SYSTEM

Pinckneyville High School (resides in Rend Lake College School District)

An Early August meeting will be set to orient Superintendents to the Criteria to be a TECH PREP Site; Identification of a TECH PREP Student; and the Collaboration of the Applied Academics with Local Objectives.

13. OBJECTIVE

Prior to the implementation of new Technical Preparation programs, the recruitment plan for participants, including strategies for recruiting females and minorities will be reviewed.

PROCEDURES

Review the recruitment plan for participants including strategies for recruiting females, males and minorities, prior to project implementation.

PERSONS RESPONSIBLE

Sex Equity Consultants
Minority Representatives

DUE DATE

January, 1992

EVALUATION

The recruitment plan will be evaluated by the Project Director in consultation with teachers, Regional Delivery Directors, community college staff and counselors; then submitted to the advisory board.

ABSTRACT

13. OBJECTIVE

Description of Activities

1.A.1 On August 14, 1991 the recruitment plan for recruiting TECH PREP participants, females and minorities were reviewed by Franklin County Regional Delivery System Counselors and Pat Burt, Region VI Building Fairness Coordinator, (serving as TECH PREP Advisory Committee to review this process). The acceptance of this process was very favorable with no objections. This process will be reviewed after implementations have been made in Jan/Feb. **See Attachments for Objective 12 and 13.**

1.A.2 On several occasions, Pat Burt has verbally gave very favorable comments to the way in which we are going about to recruit students.

1.A.3 Mr. Patterson, SIU Minority Engineering Department, has been invited and has accepted to attend the Advisory Board Meeting for Industrial Technicians on May 14, 1992 at West Frankfort High School Lab.

1.A.5 One important component that has been developed with the Collaboration Mini Grant is that at the **bottom of each student's National Achievement Assessment Score Sheet that is sent to the student's parents, the ESR Test Scoring Computer Specialist has programmed (with local TECH PREP site Superintendent's approval) an individualized statement at the bottom which reads: "Your (son/daughter)'s National percentile score(s) fall within a targeted range." " indicated that (he/she)may benefit from TECH PREP courses being offered." "At that (school name) High School. For more information on TECH PREP," "contact your school's Guidance Counselor."** See Attachment for sample

1.A.6 See Attachments for a Sample Form that was given to Counselors to gather information of the marketing concept of TECH PREP as to whether they had communicated to students, employers, and the public to ensure participation in and an understanding of, the program.

1.A.7 February 26, 1992 the Collaboration Committee met to review Phase II progress; review and revise schematic for any necessary changes for Model; to plan Phase II completion activities; and to discuss ideas and plans for FY '93, Phase III Continuation. It was the concensus of this group that we are even more sure that our Model is working and will be workable and transferable to other TECH PREP regions. It is a Model that is a cycle and we are still in an incomplete mode of the cycle. See Attachments for form utilized for planning.

1.A.4 On July 13-24, Rend Lake College will sponsor a TECH CAMP for females. The purpose of TECH CAMP is to develop an awareness of the principles and concepts of automation and the role of technology in today's workplace. Our counselors were urged to invite and counsel females who had shown a high interest in technology on their interest inventory assessments. Elaine Johnson, Coordinator of this project also attended our TECH PREP Advisory Committee Meetings this year for the Business Manager and Industrial Technician.

XVII. TECH PREP HANDOUTS

TECH PREP

SERVING

FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM
REND LAKE AREA REGIONAL DELIVERY SYSTEM
AND
REND LAKE COLLEGE

GRANT: IMPLEMENTATION OF A PLAN FOR A MODEL SEQUENTIAL TECHNICAL PREPARATION PROGRAM FOR TRAINING INDUSTRIAL TECHNICIANS AND DEVELOPMENT OF PLANS FOR A MODEL SEQUENTIAL TECHNICAL PREPARATION PROGRAMS FOR TRAINING BUSINESS MANAGERS AND ENGINEERING TECHNICIANS

Betty Musgrave
TECH PREP Director
c/o Barry Kohl, Franklin Co. Reg. Supt.
202 W. Main
Benton, IL 62812
(628) 438-9711

EXPANDING THE VISION

NINE FORCES RESHAPING AMERICA

1. The maturation of America
2. The Mosaic Society
3. The Redefinition of Individual and Societal roles
4. The Information-Based Economy
5. Globalization
6. Personal and Environmental Health
7. Economic Restructuring
8. Family and Home Redefined
9. Rebirth of Social Activism

Illinois State Board of Education
in cooperation with the
Illinois Business Roundtable

What

Is

TECH PREP ?

WHAT IS A TECH PREP PROGRAM?

TECH PREP

--represents a course of study that integrates college preparatory coursework with a rigorous technical education concentration.

--is a planned sequence of courses, both academic and technical, that begins at the 9th grade and is articulated with a post-secondary experience leading to an associate degree.

--prepares students for a lifetime of learning.

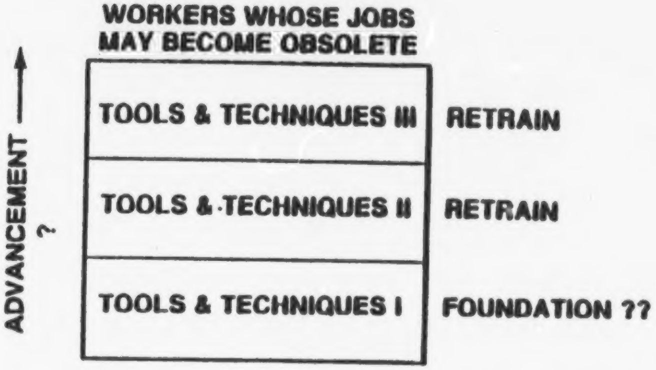
--provides preparation for advanced education such as a four year baccalaureate degree.

--prepares students with the skills and competencies necessary to meet employers' performance standards

--prepares students not only for entry-level jobs, but also for career advancement.

RETHINKING THE STRUCTURE OF VOC ED

BEFORE 1985



WORKERS WHOSE JOBS MAY BECOME OBSOLETE

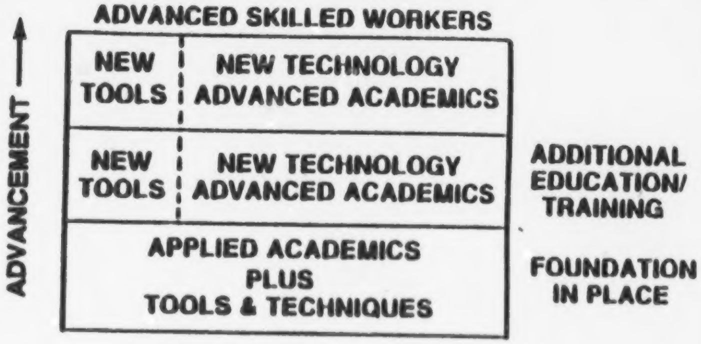
ADVANCEMENT ?

TOOLS & TECHNIQUES III	RETRAIN
TOOLS & TECHNIQUES II	RETRAIN
TOOLS & TECHNIQUES I	FOUNDATION ??

- VOC ED BEGAN WITH TOOLS & TECHNIQUES
- CBE MEANT "TEACHING THE TASK"
- CRAFT WORKERS WERE THE SKILLED TOOL HOLDERS
- HOPEFULLY, THE TOOLS & TECHNIQUES DIDN'T CHANGE VERY QUICKLY
- WORKERS COULDN'T ADAPT TO CHANGES OF TOOLS & TECHNIQUES–REQUIRED RETRAINING
- FOUNDATION LACKING FOR ADVANCED TRAINING

TRANSITION

AFTER 1992



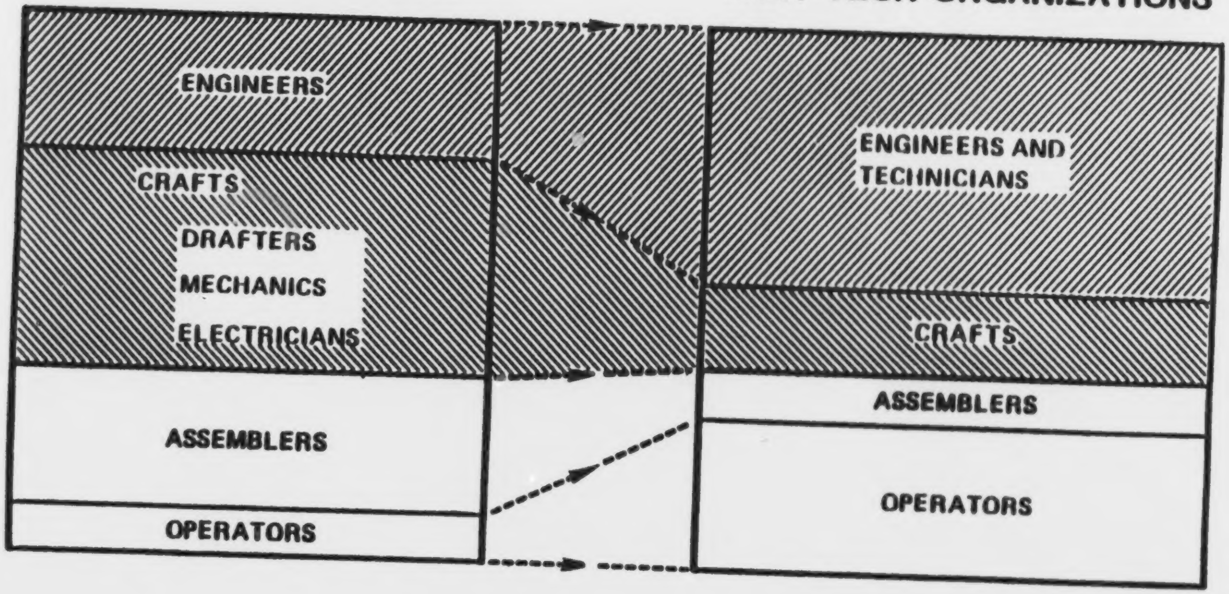
ADVANCED SKILLED WORKERS

ADVANCEMENT

NEW TOOLS	NEW TECHNOLOGY ADVANCED ACADEMICS	
NEW TOOLS	NEW TECHNOLOGY ADVANCED ACADEMICS	ADDITIONAL EDUCATION/ TRAINING
APPLIED ACADEMICS PLUS TOOLS & TECHNIQUES		FOUNDATION IN PLACE

- VOC ED BEGINS WITH APPLIED ACADEMICS SUPPORTING TOOLS & TECHNIQUES
- SOME TOOLS & TECHNIQUES INVOLVE COMPUTERS, PROBLEM SOLVING, COMMUNICATIONS, SCIENCE, INFORMATION
- ADVANCED EDUCATION CAN BUILD UPON APPLIED ACADEMICS FOUNDATION
- NEW TECHNOLOGY (AND TOOLS) ARE MORE EASILY LEARNED
- WORKERS CAN ADVANCE IN SKILLS AND KNOWLEDGE

CHANGES IN THE TECHNICAL WORKFORCE FOR MODERN MANUFACTURING



OLDER ORGANIZATIONS

- ENGINEERS
- CRAFTS
  - DRAFTERS
  - MECHANICS
  - ELECTRICIANS
- ASSEMBLERS
- OPERATORS

HIGH-TECH ORGANIZATIONS

- ENGINEERS AND TECHNICIANS
- CRAFTS
- ASSEMBLERS
- OPERATORS

TECH PREP

SERVING

FRANKLIN COUNTY REGIONAL DELIVERY SYSTEM
REND LAKE AREA REGIONAL DELIVERY SYSTEM
AND
REND LAKE COLLEGE

GRANT: DEVELOPMENT OF A PLAN FOR A MODEL SEQUENTIAL TECHNICAL PREPARATION PROGRAM FOR TRAINING INDUSTRIAL TECHNICIANS

Betty Musgrave
TECH PREP Director
c/o Barry Kohl, Franklin Co. Reg. Supt.
202 W. Main
Benton, IL 62812
(618) 438-9711

SOME SIGNIFICANT FACTS

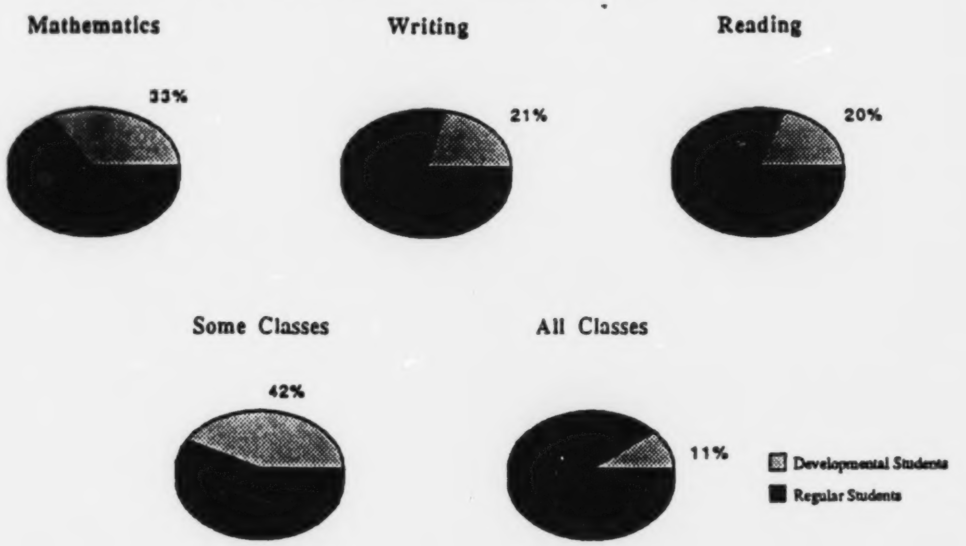
As reported by the high school graduates in the National Longitudinal Study of the class of 1980, programs of study completed were:

Academic (College Prep)	37%
Vocational	19%
General	42%
Unreported	2%

Nearly two-thirds of the high school drop-outs come from the general education program.

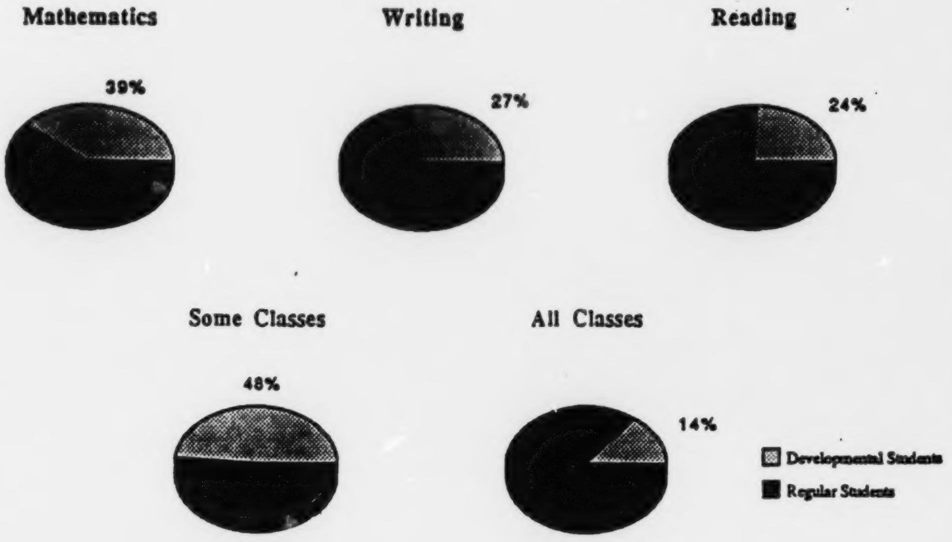
Students Requiring Developmental Courses

In-District 1990 High School Graduates Entering Rend Lake College, Fall 1990 - Total 326



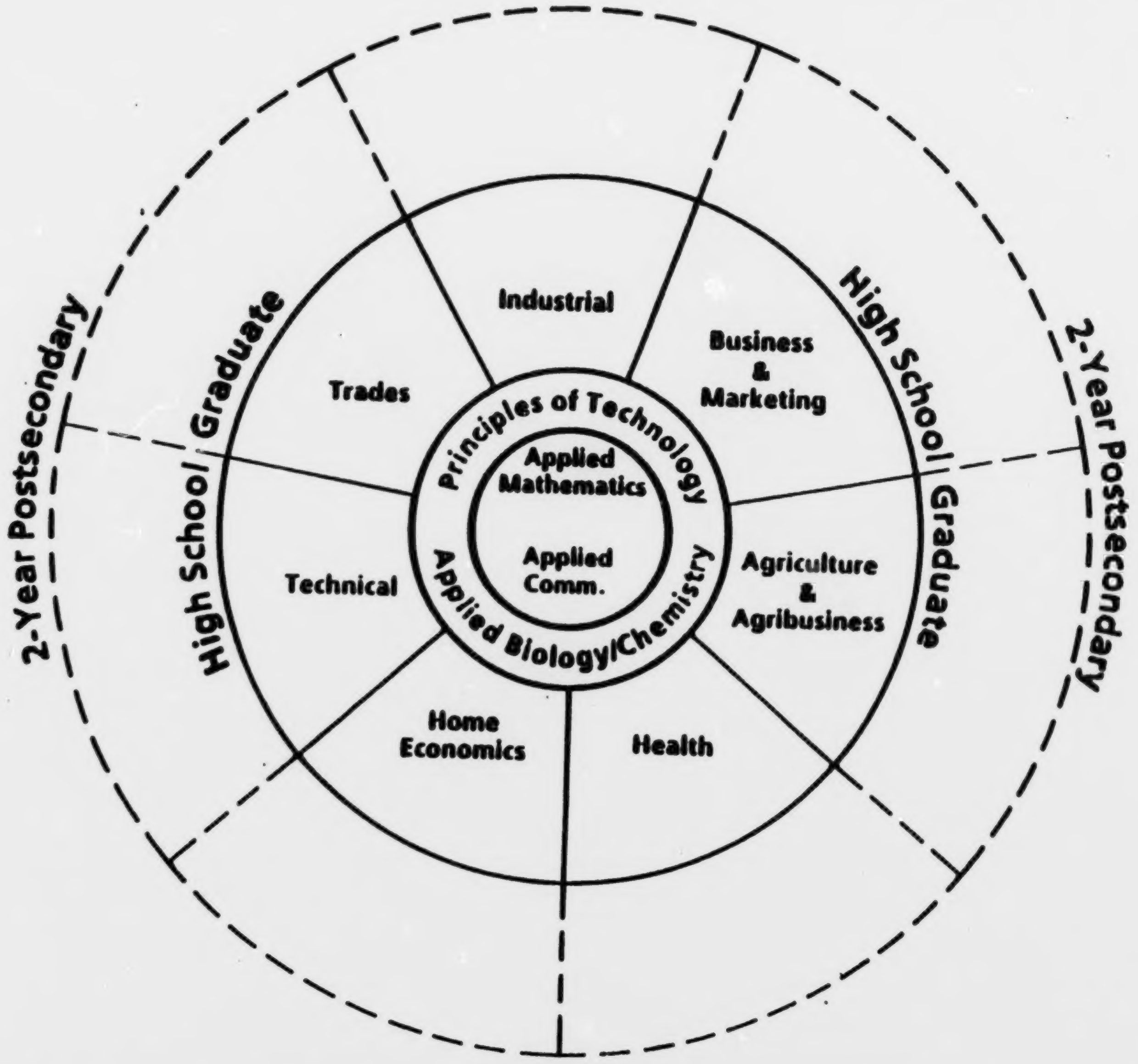
Students Requiring Developmental Courses

In-District 1991 High School Graduates Entering Rend Lake College, Fall 1991 - Total 355



		# At RLC	# IN DEV. READING		# IN DEV. WRITING		# IN DEV. MATH		# IN ALL DEV. CLASSES		# IN NO DEV. CLASSES	
TOTAL IN-DISTRICT	1988	345	74	21%	81	23%	139	40%	49	14%	182	53%
	1989	363	85	23%	118	33%	162	45%	61	17%	176	48%
	1990	326	65	20%	70	21%	107	33%	36	11%	189	58%
	1991	355	86	24%	95	27%	137	39%	51	14%	183	52%
OTHER OUT-OF-DISTRICT	1988	55	20	36%	23	42%	28	51%	17	31%	22	40%
	1989	61	16	26%	22	36%	28	46%	5	8%	20	33%
	1990	54	18	33%	25	46%	34	63%	13	24%	24	44%
	1991	65	18	28%	20	31%	29	45%	13	20%	32	49%
TOTAL OUT-OF-DISTRICT	1988	64	24	38%	27	42%	34	53%	20	31%	25	39%
	1989	70	18	26%	24	34%	29	41%	5	7%	25	36%
	1990	63	18	29%	25	40%	34	54%	13	21%	24	38%
	1991	72	21	20%	24	33%	33	46%	16	22%	35	49%
GRAND TOTAL GRADUATES	1988	409	98	24%	108	26%	173	42%	69	17%	207	51%
	1989	433	103	24%	142	33%	191	44%	66	15%	201	46%
	1990	389	83	21%	95	24%	141	36%	49	13%	213	55%
	1991	427	107	25%	119	28%	170	40%	67	16%	218	51%

ADVANCED TECHNOLOGY THROUGH FOUR-PLUS-TWO


Applied Mathematics
Applied Comm.
Principles of Technology
Applied Biology/Chemistry
Industrial
Business & Marketing
Agriculture & Agribusiness
Health
Home Economics
Technical
Trades
High School Graduate
High School Graduate
2-Year Postsecondary
2-Year Postsecondary

A TECH PREP CURRICULUM

— *Using Applied Academics as a Foundation* —

The need to develop articulated tech prep curricula--involving cooperative efforts between secondary and postsecondary schools--is driven by a clear recognition that the workforce of the future will require increasing levels of technical skills and stronger foundations in applied basics. In direct support of this recognized need, the Congress has proposed legislation that provides motivation and dollars to help us get the job done.

In this section of the workshop we begin with a brief review of the proposed enabling legislation--H.R. 22, introduced by Congressman William D. Ford--what the legislation is based on, what it says, and what it provides. Then we look closely at applied academic courses in mathematics, science, and communication, and the direct contribution these courses make to the foundations required in a 2+2 or 4+2 tech prep curriculum. The applied academic courses we refer to here are *Principles of Technology, Applied Mathematics, Applied Communication* (all completed) and *Applied Biology/Chemistry* (under development). These courses owe their existence to the vision and financial support of the nation's leaders in vocational/technical education.

Finally, we address the problem of forming articulated tech prep curricula. We examine the process of laying out the courses in the secondary and postsecondary parts of an articulated curriculum. We suggest two detailed models for programs in electronic technology--with specialization in either telecommunications or computers, and provide a list of several ongoing, successful 2+2 tech prep programs with samples of representative curricula.

INTRODUCTION TO APPLIED ACADEMIC CURRICULA

Principles of Technology
Applied Communication
Applied Biology/Chemistry
Applied Mathematics

bjm

INTEGRATION

FIVE POINTS TO REMEMBER

1. The term *integrate* means to form, coordinate, or blend into a functioning or unified whole.
2. Integration is a process not an event--not one specific strategy will suffice--it is a continuous operation.
3. Both vocational and academic teachers must collaborate, as well as communicate, for integration to occur.
4. Integration is for all students ! It establishes motivation and relevancy for learning.
5. Integration cannot occur simply by providing correlated instructional materials.

bjm

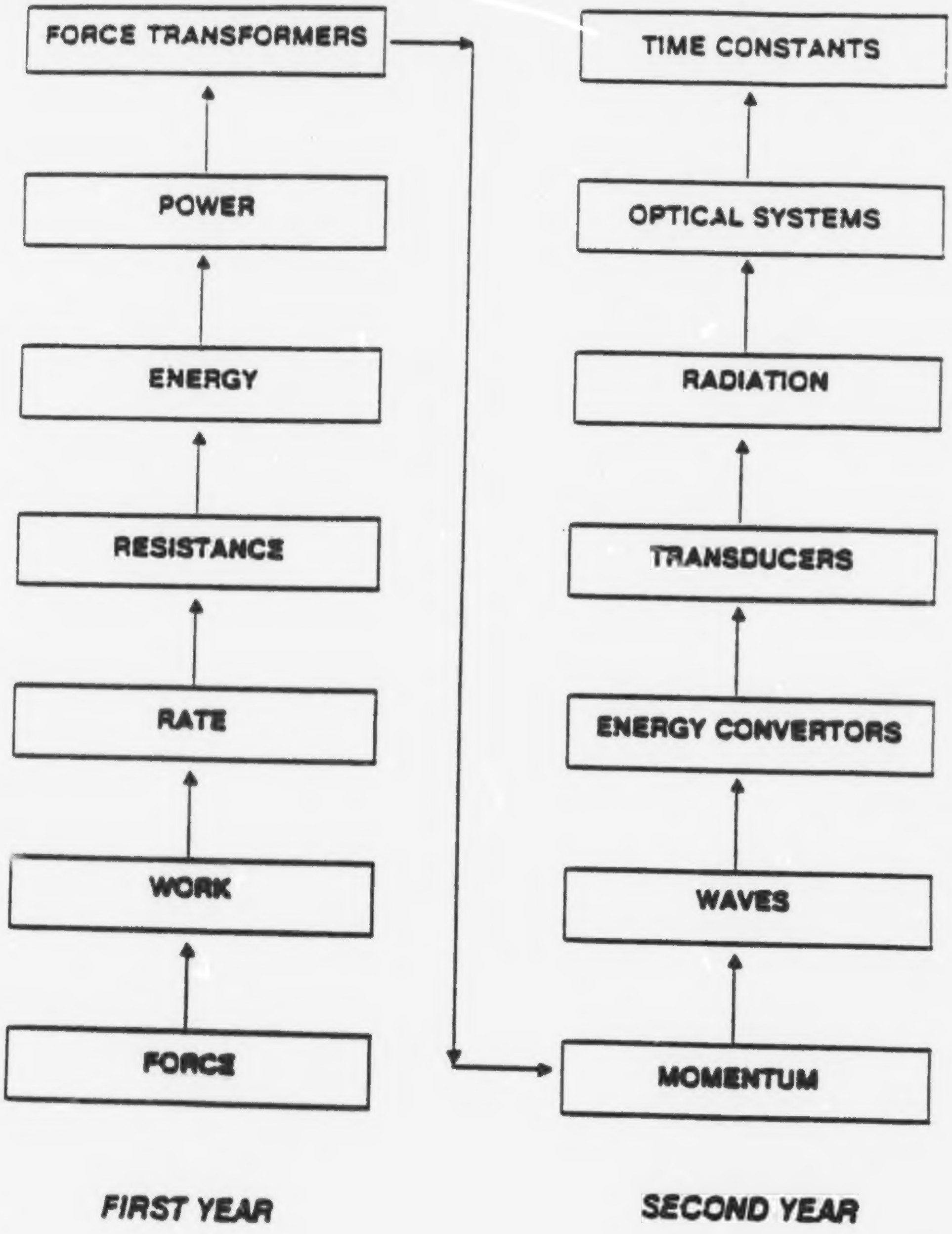
PRINCIPLES OF TECHNOLOGY IS

- AN APPLIED SCIENCE (PHYSICS) COURSE FOR SECONDARY SCHOOL VOC-ED STUDENTS—AND OTHERS
- AN INTEGRATED INSTRUCTIONAL PACKAGE THAT INCLUDES VIDEO, PRINT AND LABORATORIES
- BASED ON THE APPLICATION OF PRINCIPLES IN MECHANICAL, FLUID, ELECTRICAL AND THERMAL SYSTEMS—AND ON AN EMPHASIS OF THE ANALOGIES BETWEEN THESE SYSTEMS
- HEAVILY LABORATORY ORIENTED WITH HALF OF THE COURSE CONCENTRATING ON PROBLEM-SOLVING MATH LABS AND HANDS-ON HARDWARE LABS

TECHNOLOGY

C149b

PRINCIPLES OF TECHNOLOGY
(UNITS 1—14)


FORCE TRANSFORMERS
POWER
ENERGY
RESISTANCE
RATE
WORK
FORCE
TIME CONSTANTS
OPTICAL SYSTEMS
RADIATION
TRANSDUCERS
ENERGY CONVERTORS
WAVES
MOMENTUM
FIRST YEAR
SECOND YEAR

C118A

TECHNOLOGY

APPLIED COMMUNICATION IS

A RESOURCE FOR HIGH SCHOOL STUDENTS AND OTHERS THAT:

- teaches communication / language arts / English skills as they apply in the workplace
- sharpens reading, writing, listening, speaking, problem-solving, visual, and nonverbal skills
- strengthens the academic foundations of the curriculum
- features applications for agriculture, business / marketing, health occupations, home economics, and technician / trade / industrial areas.

H-24

APPLIED COMMUNICATION CONSISTS OF THE FOLLOWING MODULES

- Communicating in the Workplace
- Gathering and Using Information in the Workplace
- Using Problem-Solving Strategies
- Starting a New Job
- Communicating with Co-Workers
- Participating in Groups
- Following and Giving Directions
- Communicating with Supervisors
- Presenting Your Point of View
- Communicating with Clients and Customers
- Making and Responding to Requests
- Communicating to Solve Interpersonal Conflicts
- Evaluating Performance
- Upgrading, Retraining, and Changing Jobs
- Improving the Quality of Communications

APPLIED BIOLOGY / CHEMISTRY

Consists of instructional units presenting the scientific fundamentals of biology and chemistry that provide a foundation for careers in

- Technology
- Health careers
- Agriculture / agribusiness
- Home economics

- Integrates the treatment of biology and chemistry as a unified domain
- Targets the mid 50% of the high school population
- Employs student activities that relate to work and other life experiences
- Modules can be presented as a science or technology course, or they may be infused into existing courses.
- Materials are suitable for high school students or for retraining adults.

G20

THE UNITS THAT MAKE UP ABC

Natural Resources

Water

Air and Other Gases

Continuity of Life

Plant Growth and Reproduction

Animal Life Processes

Nutrition

Disease and Wellness

Synthetic Materials

Waste and Waste Management

Community of Life

G 28

APPLIED MATHEMATICS IS

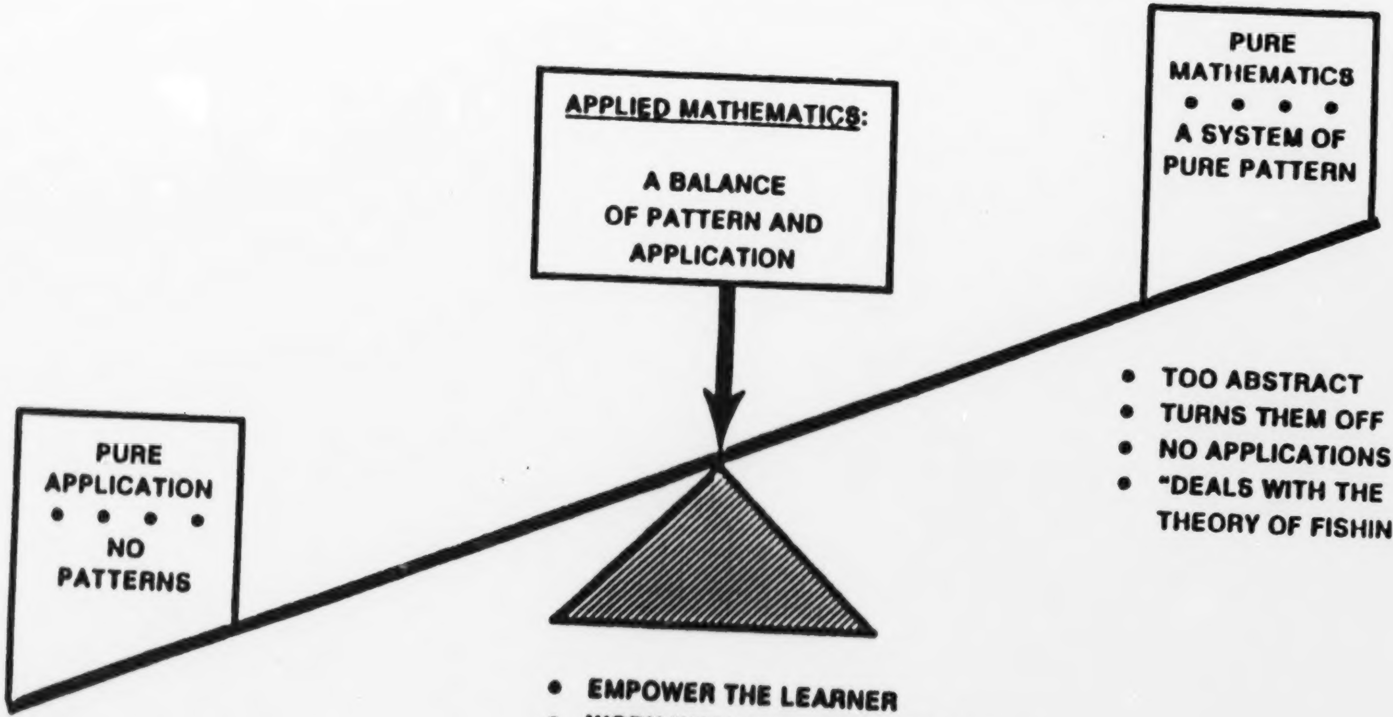
- AN APPLIED (INTEGRATED) MATHEMATICS COURSE FOR SECONDARY SCHOOL VO-TECH STUDENTS– AND OTHERS

- AN INTEGRATED, INSTRUCTIONAL SET OF COURSE MATERIALS THAT INCLUDES VIDEO, PRINT, HANDS-ON LABORATORIES AND PRACTICAL PROBLEM-SOLVING ACTIVITIES

- BASED ON AN INTEGRATED PRESENTATION OF TOPICS IN ARITHMETIC, ALGEBRA, GEOMETRY, TRIGONOMETRY, PROBABILITY, ESTIMATION AND PROBLEM SOLVING

- ORIENTED TOWARD APPLICATION AND PRACTICE OF MATHEMATICS CONCEPTS AND SKILLS IN HANDS-ON LABORATORIES AND PRACTICAL, WORLD-OF-WORK PROBLEMS

THE ROLE OF APPLIED MATHEMATICS



PURE APPLICATION
• • • •
NO PATTERNS

APPLIED MATHEMATICS:

A BALANCE OF PATTERN AND APPLICATION

PURE MATHEMATICS
• • • •
A SYSTEM OF PURE PATTERN

- CAN'T GENERALIZE
- TOO FRAGMENTED
- DOESN'T EQUIP THEM TO THINK
- "LOOKING AT FISH"

- EMPOWER THE LEARNER
- WORK WITH PATTERNS YOU CAN "SEE"
- "TEACH THEM HOW TO FISH"

- TOO ABSTRACT
- TURNS THEM OFF
- NO APPLICATIONS
- "DEALS WITH THE THEORY OF FISHING"

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Applied

APPLIED MATHEMATICS I

A. GETTING TO KNOW YOUR CALCULATOR
B. NAMING NUMBERS IN DIFFERENT WAYS
C. FINDING ANSWERS WITH YOUR CALCULATOR
1. LEARNING PROBLEM-SOLVING
2. ESTIMATING ANSWERS
3. MEASURING IN ENGLISH & METRIC UNITS
4. USING GRAPHS, CHARTS, & TABLES
5. DEALING WITH DATA
6. WORKING WITH LINES AND ANGLES
7. WORKING WITH SHAPES IN TWO DIMENSIONS
8. WORKING WITH SHAPES IN THREE DIMENSIONS
9. USING RATIOS & PROPORTIONS
10. WORKING WITH SCALE DRAWINGS
11. USING SIGNED NUMBERS & VECTORS
12. USING SCIENTIFIC NOTATION
13. PRECISION, ACCURACY, AND TOLERANCE
14. SOLVING PROBLEMS WITH POWERS & ROOTS
15. USING FORMULAS TO SOLVE PROBLEM

APPLIED MATHEMATICS II

---

16. SOLVING PROBLEMS THAT INVOLVE LINEAR EQUATIONS
17. GRAPHING DATA
18. SOLVING PROBLEMS THAT INVOLVE NONLINEAR EQUATIONS
19. WORKING WITH STATISTICS
20. WORKING WITH PROBABILITIES
21. USING RIGHT-TRIANGLE RELATIONSHIPS
22. USING TRIGONOMETRIC FUNCTIONS
23. FACTORING
24. PATTERNS AND FUNCTIONS
25. QUADRATICS
26. SYSTEMS OF EQUATIONS
27. INEQUALITIES
28. GEOMETRY IN THE WORKPLACE I
29. GEOMETRY IN THE WORKPLACE II
30. SOLVING PROBLEMS W/ COMPUTER SPREADSHEETS
31. SOLVING PROBLEMS W/ COMPUTER GRAPHICS
32. QULAITY ASSURANCE/PROCESS CONTROL I
33. QUALITY ASSURANCE/PROCESS CONTROL II

POTENTIAL TEACHERS

Applied Mathematics may be taught by any teacher who understands the basic concepts of mathematics, and who can communicate to students how mathematics is used in today's workplace. These include:

- **Mathematics instructors**
- **Vocational and technical education instructors**
- **Learning center instructors**
- **Industrial arts/technology instructors**
- **Industrial trainers**

TEACHER RESOURCE MATERIAL

EACH UNIT OF THE TEACHER'S GUIDE:

- INCLUDES THE COMPLETE STUDENT TEXT
- PROVIDES STUDENT PAGES ANNOTATED WITH APPROPRIATE TEACHER NOTES
- PROVIDES PROBLEM MATRIX AND SOLUTIONS TO ALL PROBLEMS
- PROVIDES SUGGESTIONS / TYPICAL DATA FOR MATHEMATICS LABORATORY ACTIVITIES ; PROVIDES EQUIPMENT LIST WITH APPROXIMATE COSTS
- PROVIDES PROBLEM BANK FOR END-OF-UNIT TEST WITH SOLUTIONS
- PROVIDES DIAGNOSTIC TESTS FOR UNITS A, B, C
- PROVIDES OPTIONAL PRETEST / POST-TEST MATERIAL FOR UNITS 1 – 22

LEARNING MATERIAL COMPONENTS FOR EACH UNIT OF APPLIED MATH

STUDENT TEXT

- VIDEO TAPE ~ 10 MINUTES
- MATH CONTENT / TEXT ~ 30 PP
- MATH LAB ACTIVITY
  - THREE TO CHOOSE FROM
  - EACH DESIGNED FOR ONE 45-MIN SESSION
- PROBLEM-SOLVING
  - 5 GENERAL PROBLEMS
  - 35 OCCUPATIONALLY-SPECIFIC PROBLEMS (AGRICULTURE / AGRIBUSINESS; HEALTH OCCUPATIONS; HOME ECONOMICS; BUSINESS AND MARKETING; INDUSTRIAL TECHNOLOGY)
- REFERENCE MATERIAL
  - GLOSSARY
  - UNIT CONVERSION TABLES
  - INSTRUCTIONS FOR DRAWING KIT

A SUGGESTED SIX-SESSION TEACHING STRATEGY FOR EACH UNIT

**Session 1:
Getting Started**

- Introduction
- Unit Video
- Class Problem

**Sessions 2 & 3:
Learning the Skills**

- Class Activities
- Read and Do
- Class Discussion
- Study Examples

**Sessions 4 & 5:
Applying the Skills**

- Do Hands-on Math Labs
- Solve Problems
- Use Calculators

**Session 6:
Looking Back**

- ,Review the Main Points
- Evaluate Progress

TAILORING APPLIED MATH TO A SPECIFIC VOCATIONAL AREA—AN EXAMPLE

Consider a class of students interested in a drafting career. The teacher decides that the following math topics are needed:

- Charts and Tables
- English and Metric Units
- Lines and Angles
- Geometry of Shapes
- Ratios and Proportions
- Scale Drawings

Based on the table of prerequisites, the following math units are available to cover the needed math:

Units A, B, C: Numbers, Fractions, Decimals and Calculators
Unit 3: Measuring in English and Metric Units
Unit 4: Using Graphs, Charts and Tables
Unit 6: Working with Lines and Angles
Unit 7: Working with Shapes in Two Dimensions
Unit 8: Working with Shapes in Three Dimensions
Unit 9: Using Ratios and Proportions
Unit 10: Working with Scale Drawings
Unit 17: Graphing Data

INTEGRATION

FIVE POINTS TO REMEMBER

1. The term *integrate* means to form, coordinate, or blend into a functioning or unified whole.
2. Integration is a process not an event--not one specific strategy will suffice--it is a continuous operation.
3. Both vocational and academic teachers must collaborate, as well as communicate, for integration to occur.
4. Integration is for all students ! It establishes motivation and relevancy for learning.
5. Integration cannot occur simply by providing correlated instructional materials.

bjm

Educational Goals calling for Performance Standards, Assessments and Accountability for Improvement of Student Outcomes

National Goals for Education

State Goals for Learning

Illinois Goal Assessment Program

State Goals for Vocational-Technical Education Students

School Improvement Plans

STATE GOALS FOR VOCATIONAL - TECHNICAL EDUCATION STUDENTS

As a result of participating in vocational-technical education programs, students from all segments of society will achieve the following outcomes:

ACADEMIC ACHIEVEMENT	Acquire the communications (reading, writing, and speaking, mathematics, science and social science skills required to meet the performance standards of an occupational field.
OCCUPATIONAL COMPETENCE	Acquire the occupational knowledge, skills, and attitudes required to meet the performance standards for all aspects of an occupational field.
EMPLOYMENT	Obtain employment that provides for economic self-sufficiency and career advancement.
EDUCATIONAL ATTAINMENT	Complete the sequence of courses required to attain academic and occupational competence and to obtain a high school diploma or its equivalent, an occupational certificate, or an associate degree.
ECONOMIC COMPETITIVENESS	Enhance the economic competitiveness of the workforce by having the ability to produce high quality goods and services, learn new skills and technologies quickly, and adapt effectively to changes in the work place.

TECH PREP

DEVELOPMENT OF A MODEL FOR COLLABORATION OF STATE GOALS FOR LEARNING, ASSESSMENTS AND APPLIED ACADEMICS

CORRELATION OF

APPLIED BIOLOGY/CHEMISTRY

REPRESENTING:
BARRY KOHL, REGIONAL SUPT. FOR FRANKLIN COUNTY
Harold Hood, Ass't Regional Supt. for Franklin Co.

Betty Musgrave, TECH PREP Director
Dr. Jerry Pepple, U of I Scientific Literacy
Joe Wilkerson, Ass't System Director
Marla Harp, Test Scoring Center
Kathy Lynn, Test Scoring Center

TECH PREP

DEVELOPMENT OF A MODEL FOR COLLABORATION OF STATE GOALS FOR LEARNING, ASSESSMENTS AND APPLIED ACADEMICS

CORRELATION OF

APPLIED COMMUNICATIONS

REPRESENTING:

BARRY KOHL, REGIONAL SUPT. FOR FRANKLIN COUNTY
Harold Hood, Ass't Regional Supt. for Franklin Co.

Betty Musgrave, TECH PREP Director
Dr. Jerry Pepple, U of I Scientific Literacy
Joe Wilkerson, Ass't System Director
Marla Harp, Test Scoring Center
Kathy Lynn, Test Scoring Center

DRAFT

An Analysis: Illinois Goals for Learning in Language Arts and Applied Communications Instructional Materials

Frank O'Connor
Department of Vocational/Technical Education

Jerry D. Pepple
Department of Curriculum & Instruction

University of Illinois
Urbana-Champaign

March, 1991

TECH PREP

DEVELOPMENT OF A MODEL FOR COLLABORATION OF STATE GOALS FOR LEARNING, ASSESSMENTS AND APPLIED ACADEMICS

CORRELATION OF

APPLIED MATHEMATICS I

REPRESENTING:
BARRY KOHL, REGIONAL SUPT. FOR FRANKLIN COUNTY
Harold Hood, Ass't Regional Supt. for Franklin Co.

Betty Musgrave, TECH PREP Director
Dr. Jerry Pepple, U of I Scientific Literacy
Joe Wilkerson, Ass't System Director
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Kathy Lynn, Test Scoring Center

GLOSSARY

For the purpose of this presentation

1.	EFE	Education for Employment
2.	ESC	Education Service Center
3.	ESR	Educational Service Region
4.	IGAP	Illinois Goal Assessment Program
5.	K & S	Knowledge and Skills
6.	LAP	Learner Assessment Plan
7.	S & S	Scope and Sequence
8.	SIP	School Improvement Plan

9. Learning Outcomes: Measurable objectives for all students

10. Performance Standards: the level of performance considered acceptable for
    A. advancing to the next level of education or training,
    B. successfully entering a job related to training,
    C. continuing to offer a course of program or
    D. establishing acceptable program or institutional performance

11. Prompts: Stimulus to write

12. State Goals for Learning: State mandated goals for all students.

PROCESS APPROACH

1. BECOME FAMILIAR WITH BOTH LAP AND APPLIED ACADEMICS

CONTENT OF CURRICULUM AND SET- UP OF MODULES

2. SCOPE AND SEQUENCE LOCAL CURRICULUM

CHART OF ACTIVITIES
  WHAT
  WHEN
  HOW

3. TAKE S & S AND CORRELATE WITH DISTRICT LAP

WHAT IS ON THE LAP?
WHAT IS AND ISN'T BEING TAUGHT

4. CORRELATE APPLIED ACADEMIC MATERIALS WITH LOCAL LAP

COVERED/NOT COVERED
WHERE, WHEN, AND HOW

5. *CORRELATE AA TEST ITEMS WITH LAP OBJECTIVES*

6. *ASSESS VALIDITY/BIAS OF AA ITEMS*

   CHECK FOR GENERALNESS AND
   APPROPRIATENESS FOR ALL STUDENTS

7. *ASSESS VALIDITY/BIAS OF LOCAL ASSESSMENT INSTRUMENTS*

   COOPERATIVELY DEVELOPED

8. *ADMINISTER ASSESSMENT INSTRUMENTS*

   LOCAL
   ACHIEVEMENT

9. *SCORE, REPORT AND TRACK ASSESSMENT DATA*

   TESTING COOPERATIVE
   TEST-SCORING CENTER

10. *ANALYZE ASSESSMENT RESULTS FOR SIP*

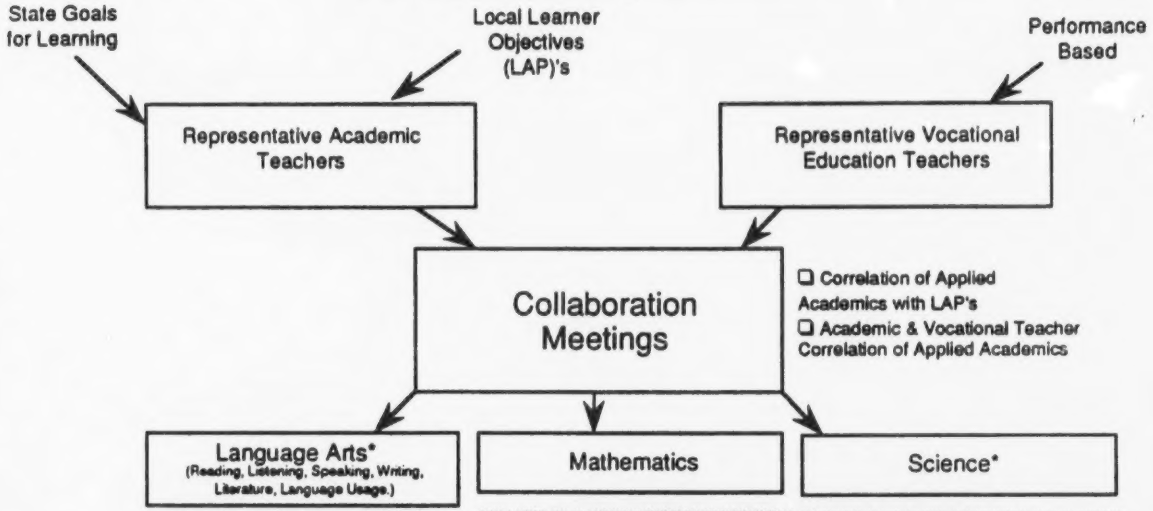
    OBJECTIVES MET/NOT MET
    EVALUATION OF CURRICULUM

11. *FORMULATE SIP ACTIVITIES CORRELATED TO ITEM/MODULE/OBJECTIVE/ACTIVITY*

Tech Prep for the Franklin Co. Regional Delivery System

Development of a Model for Collaboration of State Goals for Learning, Assessments and Applied Academics

Strategies for Implementation


State Goals for Learning
Local Learner Objectives (LAP)'s
Performance Based
Representative Academic Teachers
Representative Vocational Education Teachers
Collaboration Meetings
☐ Correlation of Applied Academics with LAP's
☐ Academic & Vocational Teacher Correlation of Applied Academics
Language Arts* (Reading, Listening, Speaking, Writing, Literature, Language Usage.)
Mathematics
Science*

Language Arts* (Reading, Listening, Speaking, Writing, Literature, Language Usage.)

1. **Become Familiar with both LAP and Applied Communications.**
2. **Scope & Sequence Local Curriculum**
3. **Correlate Scope & Sequence with LAP's**
4. **Correlate Applied Academic Materials with Local LAP's**
5. *Correlate Applied Academic Test Items with LAP Objectives*
6. *Assess Validity/Bias of Applied Academic Items*
7. *Assess Validity/Bias of Local Assessment Instruments*

+8. Administer Assessment Instruments

+9. Score, Report, Track Assessment Data

10. *Analyze Assessment results for School Improvement Plan.*
11. *Formulate SIP Activities Correlated to Item/Module/Objective/Activity*

These Activities Were Done in Reading Only During FY91

Mathematics

1. **Become Familiar with both LAP and Applied Mathematics.**
2. **Scope & Sequence Local Curriculum**
3. **Correlate Scope & Sequence with LAP's**
4. **Correlate Applied Academic Materials with Local LAP's**
5. **Identify Applied Mathematics Items for Inclusion in 1992 local mathematics assessment.**
6. **Correlate Applied Academic Test Items with LAP Objectives**
7. **Assess Validity/Bias of Applied Academic Items**
8. **Assess Validity/Bias of Local Assessment Instruments**

+9. Administer Assessment Instruments

+10. Score, Report, Track Assessment Data

11. ***Analyze Assessment results for School Improvement Plan.***
12. ***Formulate SIP Activities Correlated to Item/Module/Objective/Activity***

Science*

1. **Become Familiar with both LAP and Applied Biology/Chemistry and Principles of Technology.**
2. **Scope & Sequence Local Curriculum**
3. **Correlate Scope & Sequence with LAP's**
4. **Correlate Applied Academic Materials with Local LAP's**
5. *Correlate Applied Academic Test Items with LAP Objectives*
6. *Assess Validity/Bias of Applied Academic Items*
7. *Assess Validity/Bias of Local Assessment Instruments* (Principles of Technology teacher was involved in development of performance-based science local assessment.)

+8. Administer Assessment Instruments

+9. Score, Report, Track Assessment Data

10. *Analyze Assessment results for School Improvement Plan.*
11. *Formulate SIP Activities Correlated to Item/Module/Objective/Activity*

Note The Following:
FY 91 Activities (All Sites)
FY 92 Activities (All Sites)
FY 91 Activities (Pilot Sites) - All others in FY 92

+ See the accompanying chart "Strategies for Identification of the Tech Prep Student" for details.

* Due to the ISBE assessment schedule, only local assessments of Mathematics and the Reading portion of Language Arts have been implemented through FY91 in grade 11. The remainder of language arts in grade 11 and science in grades 3, 6, 8, & 11 are scheduled to be assessed during FY 92.

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FUN[illegible]NTAL LEARNING AREA: Language Arts ______ Regional System/School ______ Page 1

APPLIED ACADEMIC AREA: Applied Communications Semester ______ Date ______

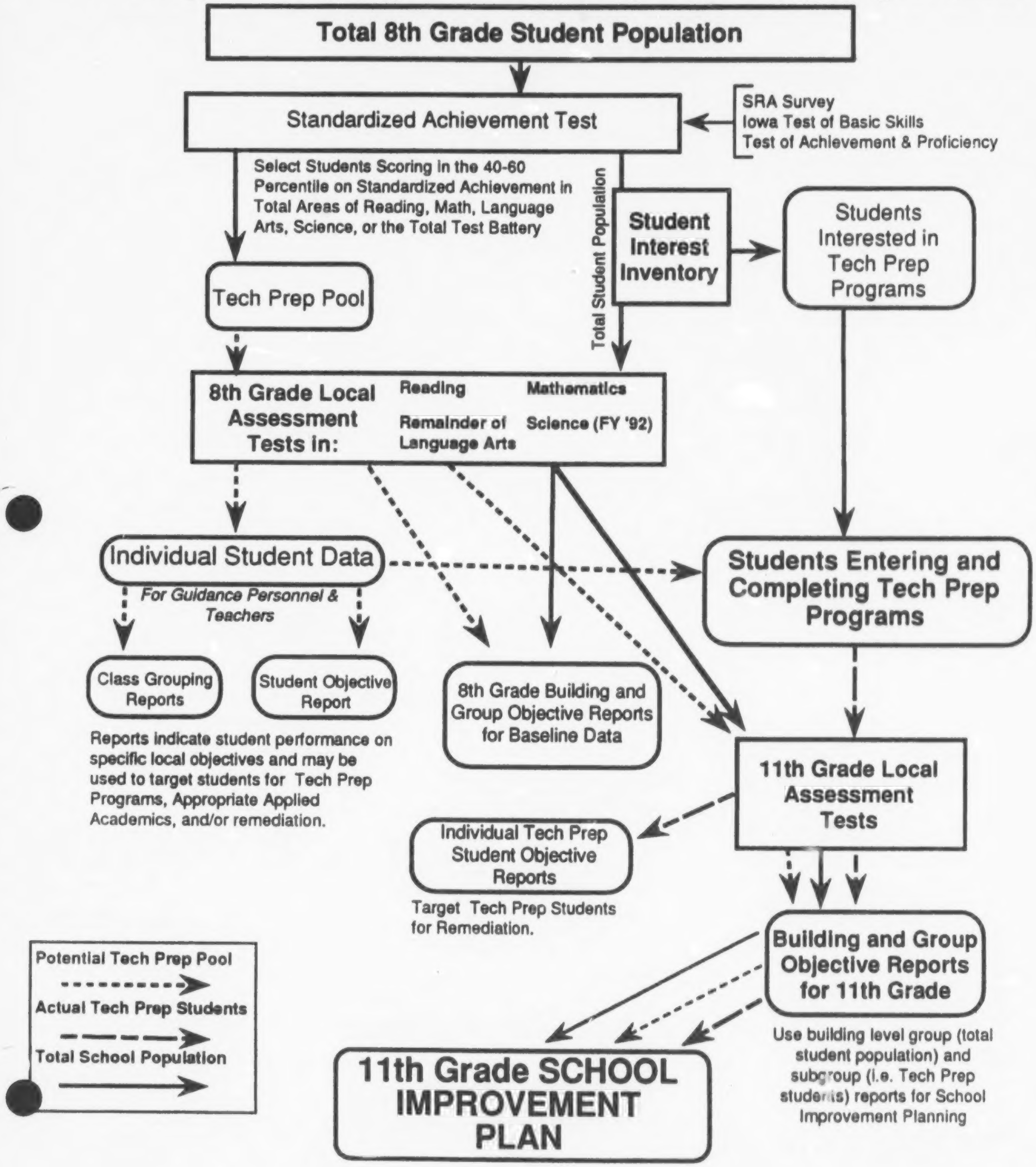
GOAL: 1 As a result of their schooling, students will be able to read, comprehend, interpret, evaluate and use written material.

K & S CODE	LEARNING OBJECTIVE	Module/Unit No. 1	Module/Unit No. 2	Module/Unit No. 3	Module/Unit No. 4	Module/Unit No. 5	Module/Unit No. 6
A	Recognition, recall, and summarization of material read.	Lesson 5	Lesson 1		Lesson 2		
B	Questioning and predicting giving rationales for each prior to, during, and after reading.						
C	Reading for various purposes and identification of text to accomplish each purpose.	Lesson 5	Lesson 1, 3	Lesson 2	Lesson 2		
D	Sensitivity to difficulties of the text, requirements of the task, abilities and motivation.		Lesson 1		Lesson 2		
E	Using appropriate inferences to achieve a full understanding of the text.				Lesson 2		
F	Integration of information from more than one text.		Lesson 1	Lesson 2	Lesson 2		

Tech Prep for the Franklin Co. Regional Delivery System

Development of a Model for Collaboration of State Goals for Learning, Assessments and Applied Academics

A Strategy for Tech Prep Student Identification & School Improvement


Total 8th Grade Student Population
Standardized Achievement Test
SRA Survey
Iowa Test of Basic Skills
Test of Achievement & Proficiency
Total Student Population
Student Interest Inventory
Students Interested in Tech Prep Programs
Tech Prep Pool
8th Grade Local Assessment Tests in:
Reading
Mathematics
Remainder of Language Arts
Science (FY '92)
Individual Student Data
Students Entering and Completing Tech Prep Programs
Class Grouping Reports
Student Objective Report
8th Grade Building and Group Objective Reports for Baseline Data
11th Grade Local Assessment Tests
Individual Tech Prep Student Objective Reports
Building and Group Objective Reports for 11th Grade
11th Grade SCHOOL IMPROVEMENT PLAN
Potential Tech Prep Pool
Actual Tech Prep Students
Total School Population

Select Students Scoring in the 40-60 Percentile on Standardized Achievement in Total Areas of Reading, Math, Language Arts, Science, or the Total Test Battery

For Guidance Personnel & Teachers

Reports indicate student performance on specific local objectives and may be used to target students for Tech Prep Programs, Appropriate Applied Academics, and/or remediation.

Target Tech Prep Students for Remediation.

Use building level group (total student population) and subgroup (i.e. Tech Prep students) reports for School Improvement Planning

Achievement & Local Assessment Test Results for Tech Prep Identification and School Improvement

The following reports can be used to assist in potential Tech Prep student identification:

A. **Class List Report.**

This report lists achievement test data for the identified potential Tech Prep pool of students. This group is comprised of those who scored between the 40th and 60th national percentile on their school's 8th grade achievment test total scores in the area(s) of Reading, Math, Language Arts, Science, or Total test score.

B. **Class Grouping Report.**

This report groups the students selected in the Tech Prep pool from their achievment test according to how they performed (mastery/non-mastery) on each objective of their 8th grade local assessment test.

This may be used to determine weaknesses and strengths of the group of students.

C. **Student Objective Report.**

This report shows each Tech Prep pool student's performance (mastery/non-mastery) on their 8th grade local assessment test.

This may be used for specific placement of a student according to individual strengths and weaknesses.

The following reports can be used to evaluate Programs and to Formulate School Improvement Plans.

D. **Building Objective Report. (For the Building)**

E. **Building Objective Report. (For Tech Prep Students)**

This report summarizes group performance (Percent of student mastery) of each objective on the the group's local assessment test.

Comparison of reports for the entire building with that of Tech Prep students may indicate strengths or weaknesses in the standard curriculum or Tech Prep curriculum.

CLASS LIST REPORT

EIGHTH GRADE

STUDENT NAME STUDENT NO LVL SPECIAL CO FRM		VOC	RDG	SPL	CAP	PUN	USG	VIS MAT	REF MAT	MTH CON	MTH PBM	MTH CMP	LNG TOT	WRK TOT	MT TO	
BAILEY BILL	GE	6.7	8.6	7.0	8.6	9.6	8.1	9.8	8.3	8.7	8.8	8.6	8.3	9.0	8.	
14	NP	21	54	29	52	71	45	77	48	55	58	55	49	62	5	
RMT....... G	LP	17	65	26	62	72	51	80	59	67	74	50	50	70	7	
	OM	0	0	0	33	20	14	0	40	17	0	17				
BOOSTER JOANI	GE	8.9	5.3	9.3	7.6	7.2	7.2	8.1	6.9	8.7	6.9	9.0	7.8	7.5	8.	
14	NP	60	7	64	38	32	33	45	27	55	24	68	40	36	4	
.M........ G	LP	67	11	53	39	26	36	39	39	67	29	72	34	40	5	
	OM	20	0	20	0	0	0	0	20	17	0	17				
BRADLEY MICHA	GE	8.7	9.4	7.8	7.2	6.7	6.3	8.5	6.2	7.5	6.9	8.2	7.0	7.4	7.5	
14	NP	55	68	41	33	26	22	52	18	31	24	45	28	34	32	
..T....... G	LP	56	75	38	34	19	24	55	24	34	29	34	26	39	28	
	OM	0	33	20	0	0	14	0	0	0	0	0				
BRAMBLES PAT	GE	7.8	6.7	6.4	6.2	9.1	5.7	8.1	5.2	7.1	6.5	8.5	6.8	6.6	7.4	
14	NP	38	23	21	20	61	16	45	9	23	18	52	25	22	29	
...S...... G	LP	36	19	19	19	58	17	39	14	27	22	43	17	20	24	
	OM	0	0	0	0	20	0	0	0	0	0	33				
CLARK KENT	GE	6.4	6.7	9.3	8.1	8.9	5.7	8.5	5.2	8.2	8.3	7.8	8.0	6.8	8.1	
14	NP	17	23	64	45	58	16	52	9	44	48	35	44	25	45	
.M........ G	LP	14	19	53	50	53	17	55	14	54	64	24	41	25	50	
	OM	0	0	20	17	20	0	0	20	17	0	17				
CRAWFORD JOAN	GE	7.6	10.6	6.4	9.5	7.6	7.5	9.4	8.8	7.7	7.5	8.6	7.8	9.1	7.9	
14	NP	35	87	21	64	37	37	69	55	34	34	55	40	64	41	
.MT....... G	LP	29	94	19	77	29	45	74	72	40	45	50	34	72	43	
	OM	0	67	0	50	0	14	0	20	0	0	33				
DAWSON LANIE	GE	8.7	8.3	8.1	8.6	9.6	9.2	7.8	6.7	6.5	6.5	8.6	8.9	7.2	7.2	
14	NP	55	48	45	52	71	60	40	24	14	18	55	59	31	25	
R.T....... G	LP	56	53	43	62	72	77	34	30	14	22	50	56	35	21	
	OM	0	0	20	0	20	43	0	0	0	0	33				
FURLONG JENNY	GE	7.6	7.3	9.6	8.6	8.6	9.0	8.3	8.5	8.2	9.2	8.8	9.0	8.4	8.7	
14	NP	35	32	68	52	52	57	48	50	44	66	62	60	51	59	
.MT....... G	LP	29	29	58	62	48	72	45	64	54	84	65	62	57	72	
	OM	0	0	20	0	0	43	0	40	17	33	33				
GROOMS JAMES	GE	9.3	8.5	9.3	7.2	8.0	7.2	7.4	6.9	7.3	5.3	7.1	7.9	7.2	6.6	
14	NP	68	52	64	33	43	33	33	27	27	7	19	42	31	14	
R.T....... G	LP	80	58	53	34	36	36	22	39	30	5	9	36	35	9	
	OM	20	0	20	0	0	14	0	0	17	0	0				
HARRISON BENJ	GE	8.9	7.6	8.1	9.9	7.6	5.2	9.0	6.9	8.5	8.1	9.2	7.7	8.0	8.6	8
14	NP	60	37	45	70	37	11	61	27	51	44	74	39	44	57	
.MTS...... G	LP	67	38	43	84	29	12	65	39	57	59	78	31	49	62	
	OM	20	0	20	17	0	0	0	20	0	0	50				
HENDERSON KEN	GE	8.9	8.6	10.8	10.6	9.6	9.5	8.5	8.3	8.2	8.6	9.0	10.1	8.4	8.6	9
14	NP	60	54	85	80	71	65	52	48	44	54	68	78	51	57	
RM.S...... G	LP	67	65	89	92	72	84	55	59	54	67	72	87	57	62	
	OM	20	0	80	67	40	29	0	40	17	0	67				
HOLCOMB SWEEP	GE	7.8	6.7	6.7	6.2	8.3	6.6	7.8	6.9	7.5	8.1	8.2	7.0	7.4	7.9	7
14	NP	38	23	25	20	47	26	40	27	31	44	45	28	34	41	
.M........ G	LP	36	19	23	19	41	26	34	39	34	59	34	26	39	43	
	OM	0	0	0	0	20	0	0	20	0	0	17				
HOUSTON TEXAS	GE	7.6	7.8	9.9	8.1	8.9	7.8	9.8	8.8	8.1	8.1	9.3	8.7	9.3	8.5	8
14	NP	35	40	72	45	58	41	77	55	42	44	77	55	67	54	
RMT....... G	LP	29	43	70	50	53	48	80	72	49	59	82	55	74	56	
	OM	0	0	60	17	20	0	50	20	0	0	67				

GE=GRADE EQUIV
LP=LOCAL %ILE

NP=NATIONAL %ILE
OM=OBJECTIVES MAST

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REGIONAL SUPT
TP SAMPLE SCHOOL
GRADE 8
MATH GOALS 1-7

CLASS GROUPING REPORT

INCOMING FRESHMEN

LOCAL ASSESSMENT
LEVEL 8 1
TECH PREP POOL
STUDENT COUNT= 30

-RD/WRT NOS.:

MASTERY LEVEL (83% OF CLASS)

BAILEY BILL
BOOSTER JOANIE
BRAMBLES PAT
CLARK KENT
CRAWFORD JOAN
FURLOG JENNIFER
GROOMS JAMES
HARRISON BENJAMIN
HENDERSON KENTUCKY
HOUSTON TEXAS
JENNINGS WAYLA
JOHNSON ANDREA
KEITH BRYAN
MITCHELL JOHN
PETERS ALICIA
POE EDGAR A
SANDERS ROBERT
SIMPSON MARGE
SMITH JOHN
SPANN BILLY
SWEETNEY ANNA
WALKER JEREMY
WELLS PAULA
WILLIAMS DANNY
WORTHY SARAH

NON MASTERY LEVEL (17% OF CLASS)

DAWSON LANIE
HOLCOMB SWEEPS
LINDSAY GEORGIA
TIMMONS TIM
UPTOWN SANDY

1D-ORDER NOS.:

MASTERY LEVEL (77% OF CLASS)

BAILEY BILL
BRAMBLES PAT
CLARK KENT
CRAWFORD JOAN
HARRISON BENJAMIN
HENDERSON KENTUCKY
HOLCOMB SWEEPS
HOUSTON TEXAS
JENNINGS WAYLA
JOHNSON ANDREA
KEITH BRYAN
LINDSAY GEORGIA
MITCHELL JOHN
PETERS ALICIA
SANDERS ROBERT
SIMPSON MARGE
SMITH JOHN
SPANN BILLY
SWEETNEY ANNA
UPTOWN SANDY
WALKER JEREMY
WELLS PAULA
WORTHY SARAH

NON MASTERY LEVEL (23% OF CLASS)

BOOSTER JOANIE
DAWSON LANIE
FURLOG JENNIFER
GROOMS JAMES
POE EDGAR A
TIMMONS TIM
WILLIAMS DANNY

1G-FACT & MULT:

MASTERY LEVEL (40% OF CLASS)

BRAMBLES PAT
CRAWFORD JOAN
FURLOG JENNIFER
HOLCOMB SWEEPS
JOHNSON ANDREA
KEITH BRYAN
LINDSAY GEORGIA
MITCHELL JOHN
PETERS ALICIA
SWEETNEY ANNA
TIMMONS TIM
WELLS PAULA

PARTIAL MASTERY LEVEL (43% OF CLASS)

BOOSTER JOANIE
CLARK KENT
DAWSON LANIE
GROOMS JAMES
HARRISON BENJAMIN
HENDERSON KENTUCKY
JENNINGS WAYLA
POE EDGAR A
SIMPSON MARGE
SMITH JOHN
SPANN BILLY
UPTOWN SANDY
WORTHY SARAH

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                              CLASS GROUPING REPORT
REGIONAL SUPT                                                      LOCAL ASSESSMENT
TP SAMPLE SCHOOL                                                   LEVEL  8 1
GRADE  8                        INCOMING FRESHMEN                  TECH PREP POOL
MATH GOALS 1-7                                                     STUDENT COUNT= 30

[illegible]-FACT & MULT:
 NON MASTERY LEVEL (17% OF CLASS)
  BAILEY BILL          HOUSTON TEXAS        SANDERS ROBERT       WALKER JEREMY
  WILLIAMS DANNY

2B-PROPORTIONS:
 MASTERY LEVEL (67% OF CLASS)
  BAILEY BILL          CLARK KENT           CRAWFORD JOAN        FURLOG JENNIFER
  GROOMS JAMES         HENDERSON KENTUCKY   HOUSTON TEXAS        JENNINGS WAYLA
  JOHNSON ANDREA       KEITH BRYAN          LINDSAY GEORGIA      MITCHELL JOHN
  PETERS ALICIA        POE EDGAR A          SIMPSON MARGE        SWEETNEY ANNA
  UPTOWN SANDY         WELLS PAULA          WILLIAMS DANNY       WORTHY SARAH

 PARTIAL MASTERY LEVEL (23% OF CLASS)
  BOOSTER JOANIE       BRAMBLES PAT         DAWSON LANIE         HARRISON BENJAMIN
  HOLCOMB SWEEPS       SANDERS ROBERT       SMITH JOHN

 NON MASTERY LEVEL (10% OF CLASS)
  SPANN BILLY          TIMMONS TIM          WALKER JEREMY

3B-EST MEASURE:
 MASTERY LEVEL (47% OF CLASS)
  BAILEY BILL          CLARK KENT           CRAWFORD JOAN        GROOMS JAMES
  HARRISON BENJAMIN    HOUSTON TEXAS        JOHNSON ANDREA       KEITH BRYAN
  LINDSAY GEORGIA      MITCHELL JOHN        PETERS ALICIA        TIMMONS TIM
  WALKER JEREMY        WELLS PAULA

 NON MASTERY LEVEL (53% OF CLASS)
  BOOSTER JOANIE       BRAMBLES PAT         DAWSON LANIE         FURLOG JENNIFER
  HENDERSON KENTUCKY   HOLCOMB SWEEPS       JENNINGS WAYLA       POE EDGAR A
  SANDERS ROBERT       SIMPSON MARGE        SMITH JOHN           SPANN BILLY
  SWEETNEY ANNA        UPTOWN SANDY         WILLIAMS DANNY       WORTHY SARAH

3E-APPLY SYSTEM:
 MASTERY LEVEL (53% OF CLASS)
  BOOSTER JOANIE       CLARK KENT           FURLOG JENNIFER      GROOMS JAMES
  HOLCOMB SWEEPS       HOUSTON TEXAS        JOHNSON ANDREA       KEITH BRYAN
  MITCHELL JOHN        PETERS ALICIA        POE EDGAR A          SIMPSON MARGE
  SMITH JOHN           SPANN BILLY          SWEETNEY ANNA        WALKER JEREMY

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REGIONAL SUPT
TP SAMPLE SCHOOL
GRADE 8
MATH GOALS 1-7

CLASS GROUPING REPORT

INCOMING FRESHMEN

LOCAL ASSESSMENT
LEVEL 8 1
TECH PREP POOL
STUDENT COUNT= 30

3E-APPLY SYSTEM:

NON MASTERY LEVEL (47% OF CLASS)

BAILEY BILL	BRAMBLES PAT	CRAWFORD JOAN	DAWSON LANIE
HARRISON BENJAMIN	HENDERSON KENTUCKY	JENNINGS WAYLA	LINDSAY GEORGIA
SANDERS ROBERT	TIMMONS TIM	UPTOWN SANDY	WELLS PAULA
WILLIAMS DANNY	WORTHY SARAH		

4A-EXP,EQU,><:

MASTERY LEVEL (27% OF CLASS)

BRAMBLES PAT	HARRISON BENJAMIN	HENDERSON KENTUCKY	HOUSTON TEXAS
JOHNSON ANDREA	LINDSAY GEORGIA	PETERS ALICIA	SIMPSON MARGE

PARTIAL MASTERY LEVEL (43% OF CLASS)

BAILEY BILL	CLARK KENT	CRAWFORD JOAN	FURLOG JENNIFER
GROOMS JAMES	HOLCOMB SWEEPS	JENNINGS WAYLA	SANDERS ROBERT
SMITH JOHN	SPANN BILLY	SWEETNEY ANNA	WALKER JEREMY
WELLS PAULA			

NON MASTERY LEVEL (30% OF CLASS)

BOOSTER JOANIE	DAWSON LANIE	KEITH BRYAN	MITCHELL JOHN
POE EDGAR A	TIMMONS TIM	UPTOWN SANDY	WILLIAMS DANNY
WORTHY SARAH			

5A-ID SIMP FIGS:

MASTERY LEVEL (47% OF CLASS)

BAILEY BILL	CRAWFORD JOAN	HARRISON BENJAMIN	HOUSTON TEXAS
JENNINGS WAYLA	KEITH BRYAN	LINDSAY GEORGIA	MITCHELL JOHN
PETERS ALICIA	SANDERS ROBERT	SIMPSON MARGE	SWEETNEY ANNA
WILLIAMS DANNY	WORTHY SARAH		

NON MASTERY LEVEL (53% OF CLASS)

BOOSTER JOANIE	BRAMBLES PAT	CLARK KENT	DAWSON LANIE
FURLOG JENNIFER	GROOMS JAMES	HENDERSON KENTUCKY	HOLCOMB SWEEPS
JOHNSON ANDREA	POE EDGAR A	SMITH JOHN	SPANN BILLY
TIMMONS TIM	UPTOWN SANDY	WALKER JEREMY	WELLS PAULA

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LEVEL 8 1
TECH PREP POOL
STUDENT COUNT= 30

[illegible]-PYTHAGOREAN:

MASTERY LEVEL (37% OF CLASS)

BAILEY BILL	BRAMBLES PAT	DAWSON LANIE	GROOMS JAMES
LINDSAY GEORGIA	PETERS ALICIA	SANDERS ROBERT	SMITH JOHN
SWEETNEY ANNA	UPTOWN SANDY	WELLS PAULA	

NON MASTERY LEVEL (63% OF CLASS)

BOOSTER JOANIE	CLARK KENT	CRAWFORD JOAN	FURLOG JENNIFER
HARRISON BENJAMIN	HENDERSON KENTUCKY	HOLCOMB SWEEPS	HOUSTON TEXAS
JENNINGS WAYLA	JOHNSON ANDREA	KEITH BRYAN	MITCHELL JOHN
POE EDGAR A	SIMPSON MARGE	SPANN BILLY	TIMMONS TIM
WALKER JEREMY	WILLIAMS DANNY	WORTHY SARAH	

6A-INTERP DATA:

MASTERY LEVEL (87% OF CLASS)

BAILEY BILL	BOOSTER JOANIE	CLARK KENT	CRAWFORD JOAN
DAWSON LANIE	FURLOG JENNIFER	GROOMS JAMES	HARRISON BENJAMIN
HENDERSON KENTUCKY	HOUSTON TEXAS	JOHNSON ANDREA	KEITH BRYAN
LINDSAY GEORGIA	MITCHELL JOHN	PETERS ALICIA	SANDERS ROBERT
SIMPSON MARGE	SMITH JOHN	SPANN BILLY	SWEETNEY ANNA
TIMMONS TIM	UPTOWN SANDY	WALKER JEREMY	WELLS PAULA
WILLIAMS DANNY	WORTHY SARAH		

NON MASTERY LEVEL (13% OF CLASS)

BRAMBLES PAT	HOLCOMB SWEEPS	JENNINGS WAYLA	POE EDGAR A

6D-PROBABILITY:

MASTERY LEVEL (50% OF CLASS)

BAILEY BILL	DAWSON LANIE	FURLOG JENNIFER	HOUSTON TEXAS
MITCHELL JOHN	PETERS ALICIA	POE EDGAR A	SANDERS ROBERT
SMITH JOHN	SPANN BILLY	SWEETNEY ANNA	TIMMONS TIM
WELLS PAULA	WILLIAMS DANNY	WORTHY SARAH	

NON MASTERY LEVEL (50% OF CLASS)

BOOSTER JOANIE	BRAMBLES PAT	CLARK KENT	CRAWFORD JOAN
GROOMS JAMES	HARRISON BENJAMIN	HENDERSON KENTUCKY	HOLCOMB SWEEPS
JENNINGS WAYLA	JOHNSON ANDREA	KEITH BRYAN	LINDSAY GEORGIA
SIMPSON MARGE	UPTOWN SANDY	WALKER JEREMY	

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CLASS GROUPING REPORT

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INCOMING FRESHMEN

LOCAL ASSESSMENT
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TECH PREP POOL
STUDENT COUNT= 30

-ROUND NUMS.:

MASTERY LEVEL (43% OF CLASS)

BAILEY BILL
BRAMBLES PAT
CLARK KENT
CRAWFORD JOAN
GROOMS JAMES
LINDSAY GEORGIA
PETERS ALICIA
SANDERS ROBERT
SMITH JOHN
SPANN BILLY
TIMMONS TIM
WELLS PAULA
WILLIAMS DANNY

PARTIAL MASTERY LEVEL (23% OF CLASS)

DAWSON LANIE
FURLOG JENNIFER
HENDERSON KENTUCKY
KEITH BRYAN
MITCHELL JOHN
SIMPSON MARGE
SWEETNEY ANNA

NON MASTERY LEVEL (33% OF CLASS)

BOOSTER JOANIE
HARRISON BENJAMIN
HOLCOMB SWEEPS
HOUSTON TEXAS
JENNINGS WAYLA
JOHNSON ANDREA
POE EDGAR A
UPTOWN SANDY
WALKER JEREMY
WORTHY SARAH

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COMPETENCIES NEEDED BY A ENTERING FRESHMAN
AT REND LAKE COLLEGE

List of Mathematic Competencies was verified in the following sequential steps:

1. Selected Community College instructors drafted a list of math competencies needed by the High School Graduate.

2. Selected Community College and Secondary Math instructors met and reviewed and revised the draft of math competencies.

3. Draft of competencies were piloted tested by an area high school for validity of problems.

4. Secondary and Post Secondary instructors analyzed the results of the pilot test.

5. The Community College TECH MATH instructor was asked to correlate the list of competencies with the curriculum content of TECH MATH. The correlation results were that if a student could verify these list of competencies, it could equate to TECH MATH at the Community College.

6. An outside evaluator was asked to correlate the list of math competencies with the ASSET test which is used by REND LAKE COLLEGE for math placement of all incoming Freshman. Results of this correlation was that if a student should verify knowledge of the list of competencies, he/she should be able to pass the mathematics section of the ASSET test.

7. The Collaboration Mini Grant Math Committee for Correlating the State Goals for Learning, Objectives, and Assessments with Applied Academics did a correlation of the list of math competencies needed by a high school graduate with the Franklin Co. local objectives and with the Applied Mathematics I & 11 curriculum. The results of this correlation Were that it takes the teaching of both Applied Mathematics I and II to equate to the competencies needed by a high school graduate.

8. The list of competencies were distributed to a selected committee from the Advisory Committee and asked for a correlation of the competencies with the screening tests that are given to applicants. This committee has requested that the TECH PREP Director meet with their representatives from Job Security for this correlation. *This step is incomplete at the present time. This step will be continued during the FY '92-92 implementation stage.*

9. Representatives from the Community College and TECH PREP Director have met with an Applied Math I instructor and presented a draft of an Articulation Agreement for Applied Math I and Math II and Rend Lake College TECH MATH. This articulation will mean if the student comes to the college with an A or B from Applied Math I and II, they will not take TECH MATH but will move to higher level of math which business and industry has indicated is needed for the Industrial Technician. *At the time of this writing, this articulation is incomplete but very close to completion.*

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Correlation of Applied Mathematics Modules, State Goals for Learning and Knowledge & Skills, and Competency Concepts in Math 1201

Applied Mathematics Unit/Module	*State Goal & Knowledge & Skill*	*Sample Competency Test Questions*
		Perform operations using a calculator:
A,B,C	1-B	876.7 + 5.333 - 561.4 - 2.161
A,B,C	1-B	5,621,349 x 56.32 x 0.0031
		Perform operations using a calculator and round answers to three decimal places:
A,B,C	1-B, 2-B	408.65 ÷ 5.10
14	1-B, 2-B	5212
14	1-B, 2-B	$\sqrt{6314.6}$
		Evaluate: Std. Opers.
11	1-B	7 + 5 x 6 - 24 ÷ 6 • 3 =
		Divide:
11	1-B	$\frac{+28}{7}$
		Perform Indicated Operations:
11	1-B	(-3) + (-7) + (+6) + (-8) + (+12) =
11	1-B	(-4)(-3)(+2)(+5)(-2)(+3) =
11	1-B	3/8 + (- 3/4)
11	1-B	4/5 ÷ (- 1 2/3)
11, 14	4-G	(-4x2y3)(2xy2)
11; 14	4-G	$\frac{24t^4 - 6t^3 + 8t^2}{2t^2}$
11, 15	4-G	(3x - 5)(x - 6)

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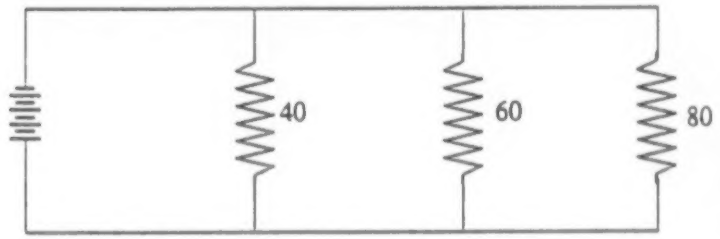
Unit/Module	*Goal-K&S*	*Sample Competency Test Questions*
15	4-D	If P = 2L + 2W, L = 15, and W = 10, find P.
3	4-D	Using the rate formula r = d/t, find the rate when the distance is 93 and the time is 3 hours.
5	4-D	Given the formula P = (N + 2)/r, find P when N=27 and r = 6 1/4.
5,15	4-D	In a parallel circuit, the total resistance (RT) is given by the formula $R = \frac{1}{\frac{1}{R1} + \frac{1}{R2} + \frac{1}{R3}}$ Find the total resistance in the parallel circuit below. 
15	4-D	A = p = rt, find t if p = 1500, a = 2025, r = .07
15	4-D	Solve P = w/t, for t
		Write in Scientific Notation
12	1-F	49,300
12	1-F	.0064
		Evaluate the expression. Let x = 5, y = -3.
15	4-F	$\frac{3x3 - 4xy}{2xy2}$
		Simplify by removing parenthesis and combining like terms.
11, 15	1-E	4(6x - 5) - 3(4 - 2x)

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Unit/Module	*Goal-K&S*	*Sample Competency Test Questions*
3, 15	4-D	The perimeter of a field is 120 yards. The length of the field is two more than the width. What are the dimensions of the field.
		Solve each equation:
11, 15	4-D	$3x + 4 = 2x - 10$
9	2-B, 4-D	$\frac{3x}{7} = \frac{15}{5}$
		Solve formula for the given letter.
15	4-D	$R_T = R_1 + R_2 + R_3 + R_4$ for R_2
15	4-D, 4-F	$F = (9/5)C + 32$. Find C if $F = 104$.
9	2-B	Solve proportion: $\frac{4}{16} = \frac{x}{60}$
9	7-B	Use calculator to solve proportion: (round answer to 2 decimal places) $\frac{94.7}{6.72} = \frac{x}{9.65}$
3, 15	2-A, 2-B 2-C	An asphalt company can lay 5 driveways in 58 hours. How long will it take to lay 16 driveways.
		Find value of each if tables are given.
22	6-E	cos 44.4°
22	6-E	cot 53.2°
3, 15	4-D	A 10m ladder leaning against a wall makes an angle of 78° with the ground. How high up on the wall does the ladder reach?

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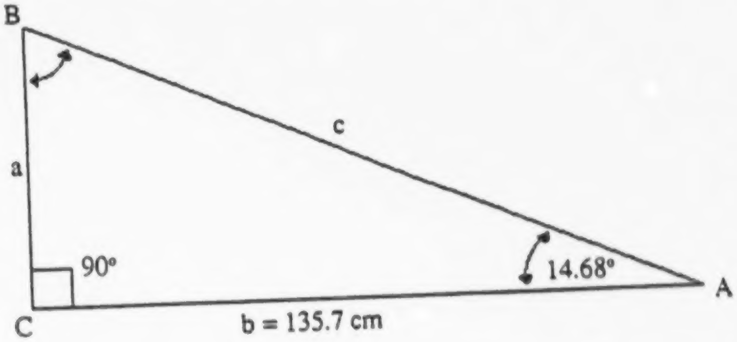
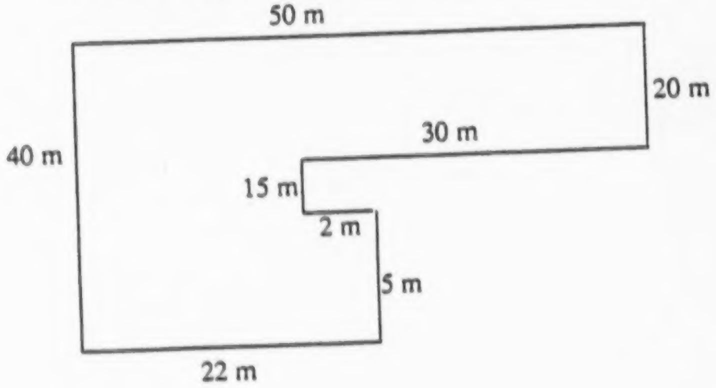
Unit/Module	***Goal-K&S***	***Sample Competency Test Questions***
3, 6, 7, 9, 10, 15, 21, 22	4-D, 4-G	Solve the following right triangle for sides a & c, and angle B.  B c a 90° 14.68° A C b = 135.7 cm
3, 6, 7, 10, 15	4-B, 4-D 7-G	Find the area of the figure below.  50 m 20 m 30 m 40 m 15 m 2 m 5 m 22 m

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REGIONAL SUPT
INCOMING FRESHMEN
TP SAMPLE SCHOOL
GRADE 8

STUDENT OBJECTIVE REPORT

BOOSTER JOANIE

LOCAL ASSESSMENT
LEVEL 8 1
TECH PREP POOL
AGE 14-02

OBJECTIVE	RIGHT POSSIBLE	% RIGHT	MST LVL
READING G1			
A1 LOCATE INFO	1/3	33	-
A2 REMEM. INFO	4/6	67	+
A3 SUMM IDEAS	2/3	67	+
RECOG & SUMM	7/12	58	67
B1 PREDICT PRI	1/4	25	-
B2 PRED DURING	1/3	33	-
B3 QUEST AFTER	1/2	50	+
QUEST & PREDICT	3/9	33	33
C1 USTAND REAS	0/1	0	-
C2 APPROP TEXTS	2/3	67	+
READING PURPOSE	2/4	50	50
D1 USTAND DIFF	1/4	25	-
D2 ADJUST STRAT	1/6	17	-
SENSE DIFFIC.	2/10	20	0
E1 MAKE INFER	3/11	27	-
E2 EXP RATIONAL	1/2	50	+
USE INFERENCE	4/13	31	50
F1 ANALYZE INFO	2/5	40	-
G1 VERIFY ANSW	1/3	33	-
SUBTEST AVG		38	36
LITERATURE G5			
5AB-LIT TYPES	4/6	67	+
5C-OTHER COUNTR	1/4	25	-
5D-HIST. PERIOD	0/4	0	-
E-VALUE SYST.	1/4	25	-
-ELEMENTS	1/4	25	-
5G-FIG. LANGUAG	1/6	17	-
5H-THEME/LIFE	1/4	25	-
5I-SYM,ALL,MYTH	1/4	25	-
5J-FORM OPINION	1/1	100	+
SUBTEST AVG		30	22
LISTENING G2			
2A-SUMM MEANING	4/5	80	+
2B-SEQ/IDEAS	4/4	100	+
2C-MAKE INFEREN	4/7	57	P
2D-ID PURPOSES	2/2	100	+
2E-ADAPT/PERSP.	0/2	0	-
SUBTEST AVG		70	60
WRITING G3			
3A-APPROP.LANG	1/1	100	+
3B-FOCUS/IDEA	1/1	100	+
3C-DESCR DETAIL	1/1	100	+
3D-ORGANIZ/IDEA	1/1	100	+
3EF-CONV.ENGL.	1/1	100	+
SUBTEST AVG		100	100
SPEAKING G4			
4A-CLR&EXP SPK	1/1	100	+
4B-ORGANIZATION	1/1	100	+

OBJECTIVE	RIGHT POSSIBLE	% RIGHT	MST LVL
SPEAKING G4			
4C-USE SUPPORT	1/1	100	+
4DE-APPROP LANG	1/1	100	+
SUBTEST AVG		100	100
MATH GOALS 1-7			
1A-RD/WRT NOS.	3/3	100	+
1D-ORDER NOS.	1/3	33	-
1G-FACT & MULT	2/4	50	P
2B-PROPORTIONS	2/4	50	P
3B-EST MEASURE	1/3	33	-
3E-APPLY SYSTEM	3/3	100	+
4A-EXP,EQU,><	1/4	25	-
5A-ID SIMP FIGS	1/3	33	-
5D-PYTHAGOREAN	0/3	0	-
6A-INTERP DATA	2/3	67	+
6D-PROBABILITY	1/3	33	-
7A-ROUND NUMS.	1/4	25	-
SUBTEST AVG		45	25
TOTAL AVG		45	45

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+=MASTERED
P=PARTIALLY MASTERED
-=NOT MASTERED

BATCH 910073-21
TEST DATE: 04/22/91
RUN DATE: 09/09/91

ID NUMBER 8
CODED INFO .M..L.....

REGIONAL SUPT
TP SAMPLE SCHOOL
GRADE 8

BUILDING OBJECTIVE REPORT

LOCAL ASSESSMENT
LEVEL 8 1
TOTAL SCHOOL POP.

IDENTIFICATION CODES

001 INCOMING FRESHMEN

OBJECTIVES	001	BLD
READING G1		
A1 LOCATE INFO	44	44
A2 REMEM. INFO	83	83
A3 SUMM IDEAS	50	50
RECOG & SUMM	59	59
B1 PREDICT PRI	35	35
B2 PRED DURING	50	50
B3 QUEST AFTER	81	81
QUEST & PREDIC	56	56
C1 USTAND REAS	54	54
C2 APPROP TEXTS	56	56
READING PURPOS	55	55
D1 USTAND DIFF	46	46
D2 ADJUST STRAT	57	57
SENSE DIFFIC.	52	52
E1 MAKE INFER	30	30
E2 EXP RATIONAL	81	81
USE INFERENCE	56	56
F1 ANALYZE INFO	56	56
G1 VERIFY ANSW	44	44
SUBTEST AVG	55	55
LITERATURE G5		
5AB-LIT TYPES	61	61
5C-OTHER COUNTR	49	49
5D-HIST. PERIOD	12	12
5E-VALUE SYST.	44	44
5F-ELEMENTS	44	44
5G-FIG. LANGUAG	14	14
5H-THEME/LIFE	28	28
5I-SYM,ALL,MYTH	39	39
5J-FORM OPINION	88	88
SUBTEST AVG	42	42
LISTENING G2		
2A-SUMM MEANING	96	96
2B-SEQ/IDEAS	96	96
2C-MAKE INFEREN	69	69
2D-ID PURPOSES	94	94
2E-ADAPT/PERSP.	81	81
SUBTEST AVG	87	87
WRITING G3		
3A-APPROP.LANG	81	81
3B-FOCUS/IDEA	86	86
3C-DESCR DETAIL	75	75
3D-ORGANIZ/IDEA	72	72
3EF-CONV.ENGL.	95	95
SUBTEST AVG	82	82

PERCENT OF OBJECTIVES MASTERED

BATCH 910073
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GRADE 8

BUILDING OBJECTIVE REPORT

LOCAL ASSESS
LEVEL 8 1
TOTAL SCHOOL

IDENTIFICATION CODES

001 INCOMING FRESHMEN

OBJECTIVES	001	BLD
SPEAKING G4		
4A-CLR&EXP SPK	93	93
4B-ORGANIZATION	88	88
4C-USE SUPPORT	88	88
4DE-APPROP LANG	89	89
SUBTEST AVG	89	89
MATH GOALS 1-7		
1A-RD/WRT NOS.	82	82
1D-ORDER NOS.	78	78
1G-FACT & MULT	45	45
2B-PROPORTIONS	67	67
3B-EST MEASURE	45	45
3E-APPLY SYSTEM	51	51
4A-EXP,EQU,><	38	38
5A-ID SIMP FIGS	49	49
5D-PYTHAGOREAN	35	35
6A-INTERP DATA	93	93
6D-PROBABILITY	51	51
7A-ROUND NUMS.	40	40
SUBTEST AVG	56	56
TOTAL TEST AVG	61	61
STUDENT COUNT	57	57

PERCENT OF OBJECTIVES MASTERED

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PAGE 2

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REGIONAL SUPT
TP SAMPLE SCHOOL
GRADE 8

BUILDING OBJECTIVE REPORT

LOCAL ASSESSMENT
LEVEL 8 1
TECH PREP POOL

IDENTIFICATION CODES

001 INCOMING FRESHMEN

OBJECTIVES	001	BLD
READING G1		
A1 LOCATE INFO	43	43
A2 REMEM. INFO	82	82
A3 SUMM IDEAS	43	43
RECOG & SUMM	56	56
B1 PREDICT PRI	25	25
B2 PRED DURING	36	36
B3 QUEST AFTER	79	79
QUEST & PREDIC	46	46
C1 USTAND REAS	50	50
C2 APPROP TEXTS	54	54
READING PURPOS	52	52
D1 USTAND DIFF	43	43
D2 ADJUST STRAT	57	57
SENSE DIFFIC.	50	50
E1 MAKE INFER	25	25
E2 EXP RATIONAL	79	79
USE INFERENCE	52	52
F1 ANALYZE INFO	50	50
G1 VERIFY ANSW	43	43
SUBTEST AVG	50	50
LITERATURE G5		
5AB-LIT TYPES	61	61
5C-OTHER COUNTR	48	48
5D-HIST. PERIOD	3	3
5E-VALUE SYST.	52	52
5F-ELEMENTS	39	39
5G-FIG. LANGUAG	6	6
5H-THEME/LIFE	32	32
5I-SYM,ALL,MYTH	42	42
5J-FORM OPINION	87	87
SUBTEST AVG	41	41
LISTENING G2		
2A-SUMM MEANING	96	96
2B-SEQ/IDEAS	96	96
2C-MAKE INFEREN	64	64
2D-ID PURPOSES	89	89
2E-ADAPT/PERSP.	79	79
SUBTEST AVG	85	85
WRITING G3		
3A-APPROP.LANG	84	84
3B-FOCUS/IDEA	87	87
3C-DESCR DETAIL	81	81
3D-ORGANIZ/IDEA	74	74
3EF-CONV.ENGL.	100	100
SUBTEST AVG	85	85

PERCENT OF OBJECTIVES MASTERED

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BUILDING OBJECTIVE REPORT

LOCAL ASSESSMENT
LEVEL 8 1
TECH PREP POOL

IDENTIFICATION CODES

001 INCOMING FRESHMEN

OBJECTIVES	001	BLD
SPEAKING G4		
4A-CLR&EXP SPK	90	90
4B-ORGANIZATION	87	87
4C-USE SUPPORT	87	87
4DE-APPROP LANG	84	84
SUBTEST AVG	87	87
MATH GOALS 1-7		
1A-RD/WRT NOS.	83	83
1D-ORDER NOS.	77	77
1G-FACT & MULT	40	40
2B-PROPORTIONS	67	67
3B-EST MEASURE	47	47
3E-APPLY SYSTEM	53	53
4A-EXP EQU:><	27	27
5A-ID SIMP FIGS	47	47
5D-PYTHAGOREAN	37	37
6A-INTERP DATA	87	87
6D-PROBABILITY	50	50
7A-ROUND NUMS.	43	43
SUBTEST AVG	55	55
TOTAL TEST AVG	59	59
STUDENT COUNT	31	31

PERCENT OF OBJECTIVES MASTERED

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A Time for Leaders and Managers

- Must create an environment for diverse groups to come together and address problems
- Rewards and assessments must reflect new goals
- What is measured is what gets done
- Must take time to create infrastructure and environment to support systemic change
- Must begin to think through total process
- Use holistic approach
- Identify and remove barriers

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REQUIREMENTS FOR SUCCESS

1. Vision and Commitment
2. Top-Down Support
3. Bottom-Up Development
4. New and Increased Resources
5. Time
6. Training
7. Teamwork

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STUDENTS CAN HIT ANY TARGET THAT THEY CAN SEE AND THAT HOLDS STILL FOR THEM!

A Time for Leaders and Managers

- Must create an environment for diverse groups to come together and address problems
- Rewards and assessments must reflect new goals
- What is measured is what gets done
- Must take time to create infrastructure and environment to support systemic change
- Must begin to think through total process
- Use holistic approach
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